**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: Upholstery** | **As a com** |
| **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** | | - | - | 78 | 136 | *Self Explanatory* | |
| **Census Enrollment Load %** | | - | - | 59.09% | 103.03% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | - | - | 236 | 411 | Weekly Student Contact Hours | |
| **FTES** | | - | - | 7.87 | 13.70 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | - | - | 1.03 | 0.95 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | - | - | 228 | 433 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | - | - | 1.00 | 0.95 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | - | - | - | - | FTEF from Hourly Faculty | |
| **Overload FTEF** | | - | - | 0.03 | - | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | - | - | 0.03 | - | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | - | - | 3.23% | - | 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** | | - | - | 100.00% | 98.48% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | 97.37% | 95.45% | 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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| **Data is limited for upholstery to the last three semesters; but enrollment stats indicate that there is increasing enrollment and interest in the program. This trend will continue as it caused both by the current economic conditions in Califofrnia and the green initiatives. The increased need for specialty upholsterers is occuring because the work, piece upholstery, cannot be outsourced. Secondly. it is a business which is not not costly to set up in terms of equipment and can be accomplished at will and part time without diminishing the service or finished product.** |

| **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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| **Student learning outcomes as stated was for students to achieve a mastery of the industrial tools and techniques for basic and advanced upholstery. Two measures are being used for SLO acheivement. The number of students from basic upholstery who have continued towards completion of a certificate. The second is the number of successfully completed individual upholstery projects. Students are completing more than one project per semester which exceeds stated SLO. Secondly about 40% of the advanced students have indicated they will be setting up their own P/T businesses to be run out of their homes.** |

| **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 most noteworthy trend is the younger age of my current students who are committed to the trade. At ROP, most students were mature or about to become retirees. This is not the case for 2009-2011 semesters. Secondly , the committment to green initiatives is also pulling in a younger student who realizes there is a future in being a successful and educated tradesperson. Inquires have been made about basic business and marketing classes as well as requests for information/practice about speciaized (custom) techniques in vehicle and furniture upholstery. Some students have also been interested in interior design, but will not pursue since the department chair will not allow credit for upholstery classes.** |

| **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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| **Employment prospects for well-qualified upholsterers is good as there is a shortage of workers who are able to both build/repair quality custom furniture and perform specialty repair work. Applicants who are experienced only in production-line upholstery may have difficulty entering the custom field without retraining. There is also the equivalent need for those well qualified in auto and marine upholstery. Employment of upholsterers nationally is expected to grow 7 percent, which is about as fast as the average for all occupations. Employment growth will be driven by custom upholstery services, which is expected to increase as consumers seek to restore antique furniture, vehicles, and items with sentimental or intrinsic value.** |

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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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| **Upholstery classes at this time are not being allowed for credit in the interior design program which excludes them from accumultaiton of the 60 credits for UC/CSU transfer. Secondly as the Green Iniatives proliferate, there will be a need for classes/certification in material identification, handling and others areas related to a "green" process.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Enrollment trends indicate that there is need to rotate classes between vehicle and furniture upholstery. Trends also indicate there is a need to offer classes in specialty areas related to classic car restoration and interior design, such, as drapery, drapery installation, wall upholstery, and antique furniture restoration, including frame repair, veneering, but since the interior design department chairs is not allowing credit for the upholstery classes in the Interior Design program, this is a moot point. Currently the most critical need for the current program is more physical space for storage and a larger work area for larger upholstery projects and more group work-like the reupholstery of the police vehicles.** |

| **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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| **Upholstery needs adjunct instructors to be hired as need for enhancement courses in speciality areas, such as drapery, drapery installation, or for example in auto- convertible tops , etc. It would be very difficult to find a single upholsterer who could do all of this as most upholsterers specialize.** |

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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.** |  |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |  |
| **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.** |  |  | |  | |  | |  | |  | |  | |
| **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.** | **Monthly machine maintenance** |  | |  | | **Monthly service to machines-to avoid the need to buy new equipment. If taken care of, industrial equipment has a twenty year plus life span.** | | **1500** | | **monthly** | | **no** | |
| **d2.** |  |  | |  | |  | |  | |  | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **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.** | **adjunct** | **by subject by**  **semester** | |  | | **Trends in interior design , green iniatives, and classic vehicle restoration demand therefinement in basic skills to meet new trends. Hiring an adjunct who is a specilized trades person in a unique area strengthens the program, meets student needs, and offers more credit towards transfer.** | | **2200** | | **ongoing** | | **no** | |
| **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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| **Factored in are the last three semesers of student evaluations and comments from students.** |

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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.** |
| **2009-2010 Students in the program reupholstered the recliners in the Escondido Faculty Lounge.**  **2010-2011 Increased enrollment despite severe obstacles, such as work and storage space and support from my own division. Upholstery is a new academic program and has suceeded and is growing despite all expectations otherwise.**  **Reupholstery of the Palomar police vehicles is in process.** |

| **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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| **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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| **If as a comprehensive college, Palomar supports and encourages students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education, why is upholstery is not being recommended by other departments within my division? Counselors have been told not recommend upholstery classes. Despite this, the program is growing. The education and the skills being offered in upholstery encourage group learning as well as exploration in other disciplines, such as, business marketing, and design.**  **Upholstery may not be viewed as an academic class, but mastering the techniques of upholstery combined with the interest in operating a self owned business, demonstrates to students the continuing need for further education and opens the door to enroll in the classes needed to be successful and competitive in today's market.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Eric Duvall *Name*** | ***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**