**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**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** | **9/15/12** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** |  - | 78 | 136 | 106 | *Self Explanatory* |
| **Census Enrollment Load %** | - | 59.09% | 103.03% | 80.30% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** |  - | 236 | 411 | 378 | Weekly Student Contact Hours |
| **FTES** | - | 7.87 | 13.70 | 12.59 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | - | 1.03 | 0.95 | 1.20 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** |  - | 228 | 433 | 315 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | - | 1.00 | 0.95 | 1.00 | FTEF from Contract Faculty |
| **Hourly FTEF** | - | - | - | - | FTEF from Hourly Faculty |
| **Overload FTEF** | - | 0.03 | - | 0.20 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | - | 0.03 | - | 0.20 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | - | 3.23% | - | 16.53% | 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% | 98.08% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | 97.37% | 95.45% | 98.08% | 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 2011-12) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **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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| **Enrollment stats indicate that there continues to be increased enrollment and interest in the program. This trend will continue given the current national and California State economic conditions and the green initiatives. The need for specialty upholsterers is occurring because this work cannot be outsourced. It is also a business which is 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 Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.****Student learning outcomes (SLO) as stated was for students to achieve a mastery of the industrial tolls and techniques for basic and advanced upholstery. Two measures are being used for SLO achievement. First, the number of students from basic upholstery who have continued towards completion of a certificate. Second, the number of successfully completed individual upholstery projects. Students are commpleting a minimum of one project per semester which exceeds stated SLO. In addition, about 40% of the advanced students have indicated they will be setting up their own part-time business 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>) |
| --- |
| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****More and more younger students are enrolling, committed to the trade of upholstery. ROP attracted more mature/older students entiring retirement. This is no longer the case for current Upholstery classes. Younger students are looking to the trades, especially trades that will allow self-employment. The commitment to green initiatives also pulls in the younger student who realizes the potential success in being an educated tradesperson. Inquiries continue to made for basic business and marketing classes as well as for more specialized customized techniques related to vehicle and commerical upholstery. Interior design remains an interest of upholstery students, however Upholstery classes do not receive credit for the Interior Design Department - this continues to disapppoint these students.** |

| **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.** |
| --- |
| **Employment prospects for well-qualified upholsterers is good, there continues to be a shortage of upholsterers who are able to both build/repair quality custom furniture and perform specialty repair work. Workers who are experienced in only production-line upholstery may not be qualified to enter the custom field without retraining. In addition, there is a need for well-qualified auto and marine upholsterers. Employment growth is expected to coninue and will be driven by custom upholstery services such as antiques, vehicles and items with sentimenta;l or instrinsic value. Also, enconomics has forced furniture customers to look for alternative ways other than complete replacement to furnish their homes/businesses.** |

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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 are still not allowed for credit in the Interior Design Program which excludes them from accumulation of the 60 credits for UC/CSU transfer. As the Green Initiatives proliferate, there will be a need for classes/certification in material identificationl, handling and others 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 and student interest identifies a need to rotate classes between furniture and vehicle upholstery. Trends also indicate there is a need to offer classes in specialty areas related to classic car restoration and interior design (drapery, drapery installation, wall upholstery, antique restoration/frame repair/veneering). However, because the Interior Design Department does not allow credit for the Upholstery Class this continues to be a moot point. The most critcal need for the current program is still physical space for storage and a larger work area for larger projects. Larger space will also ensure more group projects/experience in doing fleet upholstery (i.e., Security/Police vehicles or commercial projects). There are also safety issues that need to be considered that are related to the current limited space. These include but are not limited to too close of working conditions with projects and tools; ventilation within the classroom and outside the classroom.**  |

| **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 - especially for enhancement courses related to drapery and specialized auto needs (i.e., convertible tops). It is very difficult to find a single upholsterer is is proficient in all areas of upholstery - most become specialists in the field.** |

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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.**  | **Equipment needed but current space precludes the ability to house needed equipement** |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **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.**  | **Maintenance Agrements/Contracts for sewing machines, staple guns, etc.** | **1** |  | **Monthly service will extend life of equipment ; completre replacement will not be required as frequently.** | **1500** | **Monthly** | **No** |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **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 Instructors** | **1** |  | **Trends in interior deisgn, green initiatives and classic vehicle restoration demand the refinement in basic skills need for instructors. Hiring an adjunct from these specialized trades will strengthen the program, better meet student needs and potentially offer more credit towards transfer** | **2500** | **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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| **Curriculum/class evaluations from students; additional comments received 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.** |
| **Students completed the work on a staff member's vehicle as a group project. Students also completed work on several staff members' furniture. In addition, students reupholstered Day Care furniture that services underpriviledged familiies in Carlsbad. The Day Care furniture assignment was very fulfilling for the students and expanded their horizon of projects that can be taken on as Upholsterers. Students will still be working on the Palomar Police car upholstery project as space permits.** |

| **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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| **Palomar College supports and encourages students who are pursuring transfer readiness, general education, basic skills, career & technical training, aesthetic & cultural enrichment and lifelong education. Upholstery is a viable trade that should be included as a recommended course by other Departments and Counselors, it is a trade that will continue into the future and affords individuals the ability to be self-employed or employed by a business on a full-time or part-time basis. Despite the fact that the course is not recommended within Palomar leadership, enrollment continues to grow. The course supports individual and group learning and sparks interest in further business, marketing and design disciplines.****Upholstery may not be viewed as an academic class, but the mastery of the techniques and appropriate use of upholstery products combined with the interest of individual business ownership demonstrates to students the need for further education in order to be successful in todays market and economy.**  |

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

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| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**