

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.)

Discipline: Drafting Technology

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

| | Fall 2004 | Fall 2005 | Fall 2006 | Definitions |
|---------------------------------|-----------|-----------|-----------|--|
| Enrollment at Census | 403 | 381 | 376 | <i>Self Explanatory</i> |
| Census Enrollment Load % | 103.90% | 91.26% | 95.62% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| WSCH | 2,256 | 2,153 | 2,171 | Weekly Student Contact Hours |
| FTEs | 75.19 | 71.77 | 72.37 | One Full-Time Equivalent Student = 30 WSCH |
| Total FTEF | 5.00 | 5.33 | 5.11 | Total Full-Time Equivalent Faculty |
| WSCH/FTEF | 451 | 404 | 425 | WSCH Generated per Full-Time Equivalent Faculty Member |
| Full-time FTEF | 2.20 | 2.20 | 1.87 | FTEF from Contract Faculty |
| Hourly FTEF | 1.89 | 2.22 | 2.33 | FTEF from Hourly Faculty |
| Overload FTEF | 0.91 | 0.91 | 0.91 | FTEF from Contract Faculty Overload |
| Part-Time FTEF | 2.80 | 3.13 | 3.24 | Hourly FTEF + Overload FTEF |
| Part-Time FTEF % | 56.00% | 58.75% | 63.47% | Percent of Total FTEF Taught By Part-Time Faculty |
| Retention Rate | 91.04% | 92.67% | 93.19% | Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades |
| Success Rate | 73.67% | 78.89% | 78.95% | A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades |
| Degrees Awarded | 12 | 19 | 10 | Total number of Degrees awarded for the Full Academic Year |
| Certificates Awarded: | 21 | 25 | 14 | Total number of Certificates awarded for the Full Academic Year |
| - Under 18 Units | - | - | - | Total number of Certificates awarded for the Full Academic Year |
| - 18 or More Units | 21 | 25 | 14 | 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. Our numbers reflect a consistent recession pattern: first a drop and then a spike historically occur as new factors influence enrollment. The ROP drafting classes will add significant numbers as they transition into DT, and the facilities need to be updated to deal with the change. Professionals in industry will be returning to our classrooms for retraining as layoffs and employment shifts require fresh software skills offered at Palomar. The downturn in the real estate market and a major building recession have impacted our local housing economy, but the two major fires in San Diego County will necessitate a significant increase in new home construction and remodeling. Our last advisory committee meeting indicated a need for mechanical drafters trained in Solid-Works and mechanical applications. It also showed a need for electro-mechanical drafters trained in PC design software.

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>It will be at least three years before the new facilities are built. Meanwhile, there is a strong need for an inclusion of CAD/CAM in DT as a response to industry demands in North County. Palomar Architectural DT is reestablishing an articulation with the New School of Architecture and the program at Cal Poly SLO, and working with other accredited architectural school programs for new articulations. The Engineering Department has a new Engineering Technician certificate with many of our AutoCAD and SolidWorks classes as requirements.</p> | |
| <p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>The Drafting program will be adding several sections of classes as ROP turns their courses over to our program. We are hoping to add a new instructor to reduce the level of adjunct instruction , and also begin CAD/CAM courses. The Drafting program has endeavored to continue to meet the needs of our students while managing to share/juggle classroom space, equipment, and computers with Interior Design in the Design Department.</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. We have been told by Jose Vargas in IS that new computers for E-10 and E-13 are on a set renewal, and that they are due to be replaced by the beginning of the 2008/9 school year. Existing computers are at the limit of functional software capacity, and replacement is required for currency in instruction. In addition to our current software, we need to add at least 22 stations of Revit in order to stay current with industry demands. Revit then needs to become part of our annual upgrade contract with AutoDesk.</p> | |
| <p>b. Budget – budget development process, one-time funds, grants, etc. Additionally, we will need to outfit IT-3 with new drafting tables that can accommodate computers with pull-out keyboards in addition to the board drafting equipment. DT shares this facility with ID, and the funding for purchase and upkeep can be shared, but the computers are indispensable.</p> | |
| <p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. DT will need additional funds for drawing table upkeep and labor costs to continue for the next three years in the current locations. Classroom/lab space is also needed for the CAD/CAM equipment (but no space or instructor) already on site.</p> | |
| <p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years We have applied for a new full-time instructor with a focus on CAD, engineering and CAD/CAM experience. This position addresses the replacement of an instructor that retired from the program in 2003, and our FTEF combined with ROP FTEF more than fully justifies the position.</p> | |
| <p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. Instructional aides are needed in most of the CAD lab classes to facilitate student learning.</p> | |

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| f. Other | |
|----------|--|

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.”
 Vocational training at Palomar must respond quickly to the changes in local competitive environment hiring practices since the devaluation of the dollar and fine climate has made southern California a fast draw for foreign investment. If we cannot train our workforce with alacrity and currency, some jobs can and will move offshore.

<http://www.palomar.edu/strategicplanning/July%20SPC%20Web/STRATEGIC%20PLANNING%20page%202.htm>

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.

The Architectural Drafting program has as one of its learning outcomes student fluency with AutoCAD as applied to architecture. Through the DT 145 and DT 200 and related courses our students are able to construct architectural drawings that range from constructed perspectives to construction documents (working drawings). The assessment measure of success is the student’s ability to transfer into articulated university architectural programs. These drawings form a key part of the portfolio that the university programs require and review prior to student transfer.

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

It is difficult to determine if students are transferring and building knowledge from one course to another. The drafting and architectural portfolios are the best way to access and maintain quality indicators of student learning.

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

For inclusion please...

The addition of DT 160 (Environmental Architectural Design) is a response to a demand from the architectural industry for sustainable construction techniques training. Some changes are slated for tiered inclusion by law starting in 2010. The updates in Title 24 and LEED certification address the energy crisis in southern California. What is now voluntary independent certification will roll into standard practice in building code law as San Diego adjusts to a post-fire construction market and building permits for rebuilding address the transformed local code issues.

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

N/A

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:

Dennis Lutz

Sandra Andre

Kenneth Swift

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.