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| **Discipline: Interior Design** | **Date 01-30-2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Lori Graham** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**   + Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**   + Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   Enrollment in the Interior Design program has declined since 2012-12. Enrollment in the program is indicative of the overall decline in enrollment in the College. In addition, the Interior Design program is directly affected by the economic condition of the housing, remodeling and construction industry. The economic recovery of this industry sector has been slow which has had a direct impact on the enrollment of students in the Interior Design program. Enrollment at Census was 159; with WSCH being 484 and the Census Load being 79.1%. . Our greatest enrollment comes from our distance education classes.  The retention rates for the Interior Design classes were good, with the highest rate of 92.5% for the evening classes and an overall average rate of 71.6% for the program. Higher rates of retention exist for the evening classes because these are usually capstone classes and the students are committed to completing their degree or certificate. The overall retention rate also includes distance ed classes.  AA/AS degrees and Certificates are a direct reflection of the enrollment in the Interior Design program for the past year in that fewer degrees were awarded than previous years. However, because the Interior Design program is entrepreunial in nature, many of our students start their own business or become employed and choose to finish their degree or certificate as a part-time student, thus taking more time to complete the program. A total of six awards were earned in Interior Design in 2013-14, whereas a total of twelve awards were earned in 2012-13. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   SLOACs have been completed for the courses in the Interior Design program. Assessments need to be completed for more courses and will be continued throughout the Spring.  In the Fall of 2014, course SLOAC's were reviewed by the full-time faculty member and key state advisory committee members to confirm that student learning and technical skills were meeting the demands of the design industry statewide. The objective of the review of Palomar's Interior Design SLOs were to also meet the goals from the Chancellor's Office initative "Doing What Matters for Jobs and the Economy" and the Task Force on Workforce, Job Creation and a Strong Economy. The overall objective is to provide job training that matters and this can be summed up with The Goal of Doing What Matters: "Increase individual and regional economic competitiveness by providing California's workforce with relevant skills and quality credentials that match employer needs and fuel a strong economy." Our SLO's will continue to meet these inititaves set forth by the Chancellor's Office as well as regional industry needs.  Relevant skills and learning is a key factor in providing our students with the workforce training they need. Perhaps even more relevant is a strong internship program in design and small business development. In the assessment of the courses for the program this need is being addressed as we see more students entering the workforce or engaging in start-ups. The learning outcomes must stress and encompass industry needs by providing our students with revelant knowledge and skills so that our students can meet the competetive job market in design.  In planning for future SLO's for this CTE program, the importance of industry partnerships must be emphasized more. Some states have been urged to use technical skill assessments aligned with industry-recognized standards to measure CTE students’ technical achievement. Industry-recognized credentials offer a strategy for directly improving classroom instruction, student learning, and assessing that students have acquired a defined set of skills and knowledge. It will be necessary for this CTE program to move in the direction of providing an Industry-Recognized Certificate in Interior Design. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   Emphasis on technology, skills, partnerships with industry, and student portability are being stressed upon all CTE programs statewide from the Chancellor's Office. Promote "Student Success" and innovate for jobs and the economy are high priorities for the California economy. Therefore, the emphasis on industry partnerships must be strengthened for the Interior Design program.We need more effective outreach efforts for relevant internships for the Interior Design student.  Our articulation agreement with The New School of Architecture's Interior Design program has been established.  Professional Development is necessary for our instructors in the Interior Design program in the areas of Building Codes, Universal Design, and software updates.  The future jobs for our Interior Design graduates will most likely be in the area of remodeling and the renovation of buildings and homes. The economic upturn is predicted for the remodeling industry. (From the Joint Center for Housing Studies (JCHS), Harvard University, report.issued on 1/29/15. http://www.remodeling.hw.net)   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   Our students are looking forward to moving into new facilities for the design and architecture classes. This will be a positive impact for our students since new equipment, computers, and furnishings will be provided. In addition, the space-planning in the new classrooms will be more conducive to a collaborative learning environment as well as up-to-date technology in lighting.In a classroom survey, students commented on the out-of-date furnishings, poor acoustics, ineffective heating and air conditioning system, as well as the lack of cleanliness of the current IT room where the design classes are held.  Students often question where they can continue to further their education in Interior Design. Having a relationship with the counseling department, the career center and the articulation officer is crucial for our students. The investigation of programs at public four-year institutions as well as private institutions is on-going. Advising students about career opportunities in Interior Design is an essential part of preparing our students for the workforce. It is also essential that we align our coursework with transfer schools so that our students are adequately prepared to succeed.    Our future program activities must include a more rigerous recruitment of industry partners. Moving toward the predicted state and regional Industry-Approved Certificate will include active participation of the design industry in curriculum development for the Interior Design program. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   California's Employment Development Department shows that within San Diego County the projected employment rate will increase 13.6% between 2012 and 2022. There will be an average of fifty-three (53) openings for trained Interior Designers for San Diego County.  Career opportunities remain excellent for the entrepeneur who may not fall within the classification set-forth in the employment summary by the EDD. For example, several of our design students have established their own successful business in Real Estate Staging. These non-traditional areas of interior design may also include design showroom management, kitchen design, and remodeling. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   a) the impact on resources allocated and utilized  One of the greatest resources for the Interior Design program is our ability to provide the latest AutoCAD software that meets industry needs. The Architecture, Interior Design and Drafting Technology programs offer classes that provide for our students the skill and technology in the use of AutoCAD and REVIT. This is a major attributing factor to student job readiness in the workforce.  b) any new developments or concerns that are affecting the program  A major concern will be meeting the criteria of the Industry Sector set forth by the Chancellor's Office which will impact this CTE program in the near future. The emphasis on Industry Partnerships and Industry-Recognized Credentials and Certificates will be a factor in changes that will need to be made to SLO's and CORs for the program.  A concern for this program is that several classes are offered on-line and the face-to-face interaction is missing. Distance education classes were offered to accommodate for the lack of classroom space when originally sharing space with the Architecture program. It is especially important for the core courses, such as ID 100, in Interior Design to be offered face-to-face again.  c) any new goals for the program  The greatest goal for this program would be to meet the state standards for this Industry Sector set forth by the Chancellor's Office, including a strong Industry Partnership and an Industry-Recognized Certificate.  d) other information to share  One of the most valuable assets in a CTE program is the experience, expertise and talent that is brought into the classroom by instructors who have relevant and current work experience. Our full-time and adjunct Interior Design instructors need to be hired for their industry experience. Years of hands-on industry experience in a design studio or architect's office cannot be overlooked for the positive impact it has in the learning process and job-readiness training for this career. Should the state require Industry-Recognized Certificates, relevant knowledge, skills, and technology would become an even more important ingredient in the learning process for career training. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **22 drafting chairs** | **600010** | **3** | **4.2** | **Drafting chairs need to be replaced by ergonomically sound drafting stools or chairs.(Shared with Architecture)** | **$5,500.00** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
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| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
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| **c5.** |  |  |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
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| **d5.** |  |  |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **e1.** | **Training in Universal Design for 2 instructors: UCLA Conference** | **500010** | **2** | **3** | **ID faculty must maintain currency in legal and ADA building code requirements** | **$1,000.00** |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **f1.** |  |  |  |  |  |  |
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| **f5.** |  |  |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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| **1.** | **22 Drafting Chairs** | **600010** | **3** | **4** | **Drafting chairs need to be replaced by ergonomically safe drafting chairs/stools.** | **$5,500.00** |
| **2.** |  |  |  |  |  |  |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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| **1.** |  |  |  |  |  |  |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**