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| **Discipline: Upholstery** | **Date 02/10/2015** |
| **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.**  **Eric Duvall** |

**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 decreased for Fall 2014 semester. The decline was significant due to my illness.When the students reached out to Administration, there was no response. Many dropped the classes. Course success is easily demonstrated by the increasing number of First Places at the Del Mar Fair and the number of students who want to retake classes.  Retention in my classes is a non- issue as there is no way to measure since no advanced classes are being offered. Since Advanced Upholstery has not been offered since Fall 2011 and Auto Upholstery has not been offered since Fall 2013; students cannot progress in any type of linear fashion. They cannot take the courses necessary to complete a certificate.  Lastly, no changes have been made in the curriculum since Upholstery was integrated in to the academic side of Palomar College. Changes have been discussed to rework the curriculum for Basic Upholstery Level I and II and Advanced Upholstery Level I and II.  There is also a need to offer Topics classes to keep students abreast of changing techniques and trends in the Furniture and related industries. Lack of repeatability undermines the basic concept of trade craft mastery. After a single semester many students possess a strong over view of techcniques, but lack the practice to to make students viable as anything other than apprentices to most employers. |

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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/>     My modes of assessment remain the same. Student Outcomes are directly linked to the completion and success of their products. Again, every year the number of entrants to the Del Mar Fair increases as does the number of awards which are determined by outside industry judges.  The same problems continue with offering the speciality courses that could be direct support and enhancements to Interior Design, such as, furniture design, wall upholstery, frame repair/veneering. Classes have not been rotated as planned which has negatively impacted the program. There has been some cross over from Fashion Design in the Drapery and Decorative Accessories classes, but Interior Design students are actively warned dnot to take Upholstery. |

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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.**   Last year the program received no budget nor any other type of support. There are no maintenance contracts in effect; so many of the machines are down. It's more or less like offering a computer lab where 80% of the computers have a viruses or outdated software. If OSHA had not mandated an aide, there wouldn't be instructional support; nor would the machines have the guards. This is hardly learning for success when outside governmental agencies need to brought in to oversee the students' safety.  Despite problems, there continues to be interest in the program by outside companies. I have been contacted by Disney as well   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.**   a coalition of other motion picture studios wanting to develop a partnership to develop curriculum to train students for future employment. Secondly, younger students as well as borderline retirees, both make and female, are interested in starting their own businesses. They see the possibilty and the success demonstrated by Etsy.com or other Internet/blog based businesses. This is being emphasized by televison programs, like HGTV's Ellen Degneres Design Challenge which is exclusively focused on furniture and Spike TV's Framework- also exclusively focused on furniture as well as the attention focused on blogs in most home décor magazines. |

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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.)**   Nationally, upholstery continues to have an average projected increase of 1%. Clifornia's outloook is not so robust. In fact a 10.6% decrease is projected. This is partly due to California's extrememly high unemployment rate and a downward spiral in the Furnitutre Industry (which began in 2007) due to a deadly combination of the domestic economic meltdown and the competitive onslaught of offshore manufacturing. This is reversing because of a growing increase in labor costs. Off-shore wages are increasing yearly by 15-20% ; trans-Atlantic shipping rates have risen by 71% in the past four years.In addition currency challenges have arisen in dealing with the Thai Bhat, Vietnamese Dong, Chinese Yuan, and others. Lastly there are supply chain issues with manufactuirng products on the other side of the world including quality control, supply disruptions, language barriers and many others.  CNN Money published an Accenture report which claims that “61% of manufacturing executives want to 're-shore". The Boston Consulting Group report reaffirms this by stating that furniture production is among seven sectors that could create 2 to 3 million jobs as a result of manufacturing returning to the U.S.over the next five years. Obviously the furniture industry has the potential to play a large role in a U.S. manufacturing-based economic recovery.  The "Made in America" initiative is also pushing the movement to reshore. There are two big probelems facing manufacturers ability to reshore raising the capital for property, plant, and equipment, but an even greater problem arises – the loss of the labor pool that knew how to run a sewing machine.  http://www.cit.com/perspectives/executive-insights/furniture-sector-viewpoint/index.htm |

**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.**   The programs strength lies in the fact that I have real world experience and industry recognition. I provide my students with an apprentice trajectory through their individual projects. The more they do, the more skills they acquire through this program and the more accomplished they become. Students also recognize the need for additional related courses in business, auto, woodworking, fashion, and interior design beased on their specific interests.  The biggest weakness in the program is the lack of repeatability which could undermine the long term sustainability of the program. Secondly, the indifference of the Administration is sending a message to students that they are not interested in student success. In the short term, the lack of class rotation is also discouraging students since they cannot complete the classes needed to complete a certifiacte.  New goals would be to investiage and develop partnerships with Disney and other like minded companies. The opportunities are there and need to be developed. |

**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.** |  |  |  |  |  |  |
| **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** | **Instructional DVDs** | **Block Grant** | **2** | **1.6** | **Craftmanship mandates an overview of techniques before attempting implementation. Since it is impossible to give each student an individual one on one demonstration; a televised overview which can be viewed equally by each student and repeated as needed is crucial to student success.** | **5000.00** |
| **b2.** | **Return of our audio visual equipment** |  |  |  | **When the classroom was enlarged the audio-visual equipment was removed. It needs to be returned. There should be no budget cost associated in rectifying this oversight.** | **-0-** |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **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.** | **Books and occassional trade journals** | **Block Grant** | **1** | **1.6** | **Students need to be kept abreast of current advances and techniques in their chosen industry and to be made aware of what is expected of them in order to be able to tailor their education plans appropriately.** | **1000.00** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **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.** | **Maintenance Contracts** | **Block Grant** | **1** | **4** | **Without mantenance equipment breakdowns. Air compressors, hoses, sewing machines,, and staple guns are to my program what computers are to Math and English. Today most stsudents own their own computers or laptops, but they do not own air compressors, industrial sewing machines, and so forth. This equipment is a crucial component of their "learning for success".** | **2500.00** |
| **d2.** | **Copying** | **Lottery** | **1** | **1.6** | **Students need to be kept abreast of current advances and techniques in their chosen industry and to be made aware of what is expected of them in order to be able to tailor their education plans appropriately.** | **500.00** |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **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.** | **Guest Lecturers** | **Lottery** | **2** | **1.6** | **Students need to meet professionals in their industry; hear what they have to say; be able to ask questions. Industry employers need to be able to meet our students firrst hand and see what our program offers.** | **2000.00** |
| **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.** | **Instructional Aide as mandated by OSHA** | **Block Grant** | **1** | **3.1** | **As mandated by OSHA, safety demans an extra pair of knowledgeable hands and eyes to ensure a SAFE and quality learning experience for stusdents.** | **10,000.00** |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **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.** | **Return of our audio visual equipment** |  |  |  | **When the classroom was enlarged the audio-visual equipment was removed. It needs to be returned. There should be no budget cost associated in rectifying this oversight.** |  |
| **2.** | **Instructional Aide as mandated by OSHA** | **Block Grant** | **1** | **3.1** | **As mandated by OSHA, safety demands an extra pair of knowledgeable hands and eyes to ensure a SAFE and quality learning experience for stusdents.** | **10,000.00** |
| **3.** | **Maintenance Contracts** | **Block Grant** | **1** | **4** | **Without mantenance equipment breakdowns. Air compressors, hoses, sewing machines,, and staple guns are to my program what computers are to Math and English. Today most stsudents own their own computers or laptops, but they do not own air compressors, industrial sewing machines, and so forth. This equipment is a crucial component of their "learning for success".** | **2500.00** |
| **4.** | **Guest lecturers** | **Lottery** | **2** | **1.6** | **Students need to meet professionals in their industry; hear what they have to say; be able to ask questions. Industry employers need to be able to meet our students firrst hand and see what our program offers.** | **2000.00** |
| **5.** | **Instructional DVDs** | **Block Grant** | **1** | **1.6** | **Craftmanship mandates an overview of techniques before attempting implementation. Since it is impossible to give each student an individual one on one demonstration; a televised overview which can be viewed equally by each student and repeated as needed is crucial to student success.** | **5000.00** |
| **6.** | **Books and occassinal trade journals** | **Block Grant** | **1** | **1.6** | **Students need to be kept abreast of current advances and techniques in their chosen industry and to be made aware of what is expected of them in order to be able to tailor their education plans appropriately.** | **1000.00** |
| **7.** | **Copying** | **Lottery** | **1** | **1.6** | **Students need to be kept abreast of current advances and techniques in their chosen industry and to be made aware of what is expected of them in order to be able to tailor their education plans appropriately.** | **500.00** |
| **8.** |  |  |  |  |  |  |
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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.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
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**Department Chair/Designee Signature Date**

**Division Dean Signature Date**