



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Design and Manufacturing Technologies

Discipline Name
Architecture (ARCH)

Department Chair Name
Dennis Lutz

Division Name
Career, Technical and Extended Education

Website address for your discipline
<https://www2.palomar.edu/pages/architecture/>

Discipline Mission statement

In direct alignment with Palomar College's mission statement, the Architecture Department is committed and focused on being the leading provider of education to influence positive change and excellence in the built and natural environments. We celebrate diversity in cultures, beliefs, abilities and needs. We foster a culture of integrity, professional practices, ethical behavior, environmental responsibility and global sustainability. Our instructors will educate, nurture, and inspire our creative-minded architectural and design students, immersing them in a culture of professional practices designed to evoke passion and inspiration in the pursuit of their professional goals. Our curriculum is inclusive of individuals pursuing educational enrichment, career and technical training and re-training, certificates of achievement, associate degrees, and transfer-readiness to private schools and universities. We equip students with the skills and confidence necessary to become engaging leaders of change in society while living respectfully and responsibly in a global society.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?

Yes

Are any of your programs vocational (CTE/CE)?

No

List all degrees and certificates offered within this discipline.

Architecture: AS Degree Major or Certificate of Achievement

Architectural Drafting: AS Degree Major or Certificate of Achievement

Please list the names and positions of everyone who helped to complete this document.

Joseph C. Lucido, FT Faculty Member

Full-time faculty (FTEF)

1

Part-time faculty (FTEF)

6

Classified & other staff positions that support this discipline

Shared Department ADA

Additional hourly staff that support this discipline and/or department

None

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Our last advisory meeting, March 2017 was extremely informative in driving our new program learning outcomes. Having both university and industry representatives in attendance afforded us a better understanding of the demands of the architectural profession. We have streamlined the program to focus our attention on creating assignments that have real world implications. This attention to detail is expected by the universities and championed by industry.

An example of this would be our Americans with disabilities assignment. Having the students undergo a comprehensive assessment of their own campus buildings and filling out the official ADA compliance checklist authored by the US government engages the student by creating a real world exercise that they would find in an actual office.

With this approach we are adding a layer of professional practice into the students' assignments which moves the concept from a theoretical one to a pragmatic one.

Describe your program's plan for assessing program learning outcomes.

The department head will take the lead. This faculty member will review lectures, assignments, and assessment methods.

Each class will be reviewed for its compliance with the SLO's, COC's and mission statement. We will work

with the current instructors to confirm that they are implementing the program's learning outcomes. Lastly, once the semester is concluded, we will receive feed back from the instructor. This allows us a chance to add/subtract to the program material in order to keep our courses relevant and matching the needs of industry.

Summarize the major findings of your program outcomes assessments.

The assessments are ongoing, but are not completed at this time.

The following classes have been reviewed and both the SLO's and COC's are in sync. These classes are aligned with the mission statement, advisory board's recommendation, and university transfer agreements.

Arch 105
Arch 145
Arch 122
Arch 200
Arch 202
Arch 204
Arch 215
Arch 216

The following will need to be reviewed:

Arch 120
Arch 121
Arch 135
Arch 160
Arch 196

The following classes will need to be added to the, Course Planning Summary.

Arch 217
Arch 218

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing

additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

2017-18

AA/AS = 2

Certificate = 3

Total Program Completion = 5

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Decreased

What factors have influenced your completion trends?

The decreased was due to the lack of full time faculty providing guidance. As of August 2018 a new faculty member was hired for the architecture department. Our Fall fill rate, 231, and enrollment, 92%, are rising. With a new hire, and steady trending upward in our numbers, our program completions are expected to rise.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

73.0%

Why did you choose this standard?

The success rate is inline with the college's goals and standards.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?

With the addition of a new faculty member we can start to market the program once again. The 75% seems like a steady growth rate inline with previous years when the program was at its full potential.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We want to ensure that all instructors have a clear understanding of the department expectations. Specifically, working with the adjunct faculty to better understand the goals for the classes they are assigned is important.

Summarize the major findings of your course outcomes assessments.

The classes that were reviewed are inline with the department mission statement, COC, and SLO's. The department head reviewed the class materials, assignments and lectures. By looking at the assignments we can confirm the materials taught in class are hitting the targeted goals. Also, this affords us a chance to review each COC and SLO to confirm they are still relevant.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

Find more space for program to be run in a meaningful and successful way.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Working with facilities and administrators.

Outcome(s) expected (qualitative/quantitative)

A better schedule of classes and experience for students. A facility that offers the students a place to build, create, and design. One that we can take pride in.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Our Mission Statement

"We foster a culture of integrity, professional practices, ethical behavior, environmental responsibility and global sustainability"

Our facility should represent the professionalism that we stress to our students. One that is environmentally sound and a tool for learning.

Expected Goal Completion Date

4/15/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

Yes

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

We have lost two full time faculty and hired just one.

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting

Lab Proctor - Part-time

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

The students are expected to design buildings using the latest software, modeling, and drafting. This can be a major financial hurdle. Many of our student need the additional time in the classroom to complete these complex projects. This cost can be shared with the Interior Design department.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

No, this could even be a student.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.