# Program Review and Planning 2019-2020

## 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**
2019-2020

**Are you completing a comprehensive or annual PRP?**
Annual

**Department Name**
Design and Manufacturing Technologies

**Discipline Name**
Architecture (ARCH)

**Department Chair Name**
Rita CampoGriggs & Anita Talone

**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.

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

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

**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?**
With the advantage of having one year as a full-time faculty member behind me I can see there are a few key elements that I would like to continue with this year's program. By introducing working professionals in the field of architecture to our students They are getting both an academic experience and a professional one as well. This starts at the desk critique. Traditionally in a design school as a student develops his or her project the professor will have one on one desk critiques throughout the semester. We are continuing that tradition here at Palomar. I've introduced an open desk critique and have invited our amazing adjunct and industry professionals to assist on this one on one journey. Opening up the desk critiques allows the students both to interact with a working professional and move their project along in studio. This has proved extremely successful for both our industry advisers and our students. The second key element to our Palomar architecture department is re-introducing the jury critique. Once again this can be found in many traditional five year programs at the university level. Once their projects are completed they have to present their work to our industry advisers. Two things occur. The first is the experience a the excitement/anxiety of a professional presentation. This experience allows them to hone their oral skills and develop their soft skills needed to be successful in the workplace. Secondly, it gives them confidence. Once an individual discusses their project in public it becomes real. This "realness "allows them to speak

earnestly about their thesis.

**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 moving along with the following progress:

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
Arch 217
Arch 218
Arch 120
Arch 121

The following will need to be reviewed:

Arch 135
Arch 160
Arch 196

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

Arch 295 ( New Architectural Internship)

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.**
2018-19

AA/AS = 4
Certificate = 5
Total Program Completion = 9

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

**What factors have influenced your completion trends?**
We are starting to see the positive effects of the full time faculty hire. This coupled with the new guided pathways is adding much need clarity to the program. This can be seen in the number of completions raising form last year.
Our overall success rate has dipped, slightly form 74% to 64% but our retention rate is strong at 91%. These fluctuation are to be expected as the program re-tools.

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?**
70.0%

**Why did you choose this standard?**
This is in line with the colleges standards.

**What is your Stretch goal for COURSE success rates?**
73.0%

**How did you decide upon the goal?**
With the new re-tooling of the program we expect some minor fluctuations.
We would like to build the program back to its former success rate of an average 73%

## COURSE OUTCOMES

**How have you improved course-level assessment methods since the last PRP?**
We are building academic binders for each of the courses offered in the program.
This documentation will ensure continuity between adjunct. This collection of data will allow the full time faculty members to review the program as a whole ensuring the COC's and SLO's are met.

**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.**

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# 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**
Offer a Lab proctor for Fridays, DA-12 & Find more space for program to be run in a meaningful and successful way.

**Is this a new or existing goal?**

New

**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**
4/15/2021

# 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?**
No

# Review

# Chair Review

**Chair Comments**
Program assessments are very insightful- good job.  Great retention rate (91%)
We like your goal, please add two more goals for future assessment.

| **Chair Name** | **Chair Sign Date** |
| --- | --- |
| Anita R. Talone and Rita Campo Griggs | 10/29/2019 |

# Dean Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**
Having a full-time faculty has already made a difference.

**Areas of Concern, if any:**

Lab space is needed for an additional lab for the three programs of ARCH, DT, and ID.

 **Recommendations for improvement:**
Find space for an additional lab and then purchase the needed equipment.

| **Dean Name** | **Dean Sign Date** |
|---|---|
| Margie Fritch | 11/6/2019 |

## IPC Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**


**Areas of Concern, if any:**


**Recommendations for improvement:**


| **IPC Reviewer(s)** | **IPC Review Date** |
|---|---|

## Vice President Review

**Strengths and successes of the discipline as evidenced by the data and analysis:**
The LO discussion is really rich- thank you for this thorough discussion.

Its great seeing the program grow!

Binders is a really great idea- I'd love to see these.

**Areas of Concern, if any:**


**Recommendations for improvement:**
Thank you for the job well done.

| **Vice President Name** | **Vice President Sign Date** |
|---|---|
| Jack S. Kahn Ph.D. | 1/7/2020 |