



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
Interior Design (ID)

Department Chair Name
Anita Talone/ Rita CampoGriggs

Division Name
Career, Technical and Extended Education

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

Discipline Mission statement

The mission of the Interior Design program is to prepare students for employment in an interior design or architecture firm and/or transfer to a four year program by educating them in the elements and principles of design, business applications, residential and commercial design processes, drawing techniques, and computer software used in the field.

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

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.
AS, Certificate of Achievement

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

Full-time faculty (FTEF)

1

Part-time faculty (FTEF)

4

Classified & other staff positions that support this discipline

Yesenia Zermeno Gamble; Academic Department Assistant

Additional hourly staff that support this discipline and/or department

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?

The program learning outcome is: A successful student is prepared for professional employment and career advancement in interior design. A workforce ready portfolio is produced as part of the program.

This is a great program outcome, however, currently, there is no dedicated portfolio class, but this is something that I would like to add to the program in order to reach this program learning outcome successfully for each student. I created a new class called Portfolio, and created a Program change. These changes are currently being reviewed by the curriculum committee. I plan to focus on students creating a professional entry-level portfolio upon completing the ID program at Palomar. The design portfolio is required for every interview with a design firm, and determines whom will get hired. A portfolio is also required for transfer to a four year program. A portfolio is a summary of the student's skills in a visual format, packaged professionally. This is also a perfect method for us to assess our student outcomes.

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

Creation of a rubric of specific skills shown in the portfolio for each student as a method of assessing the program learning outcomes.

The most important part of this plan is to add two classes to the curriculum. 1) A portfolio class, at the end of the student's education, focusing on graphic design and creating a professional package, including a resume. 2) A visual communication class, which will create content specifically for the portfolio as well as other classes (this class used to exist in our curriculum, but was removed). I applied for this class to be reactivated as part of our program change, and it currently being reviewed by the curriculum committee.

Summarize the major findings of your program outcomes assessments.

The only assessment conclusion that I found was from 3/17/18: "Advanced students that have had three or four interior design classes have added to their professional portfolios. When reviewed in the specific classes their portfolios were impressive and well above the rubric."

At this time students are not graduating with a portfolio unless they create one on their own time. This is

something I trying to change with the new class and program change.

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.

AA 12

Certificate 10

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

Increased

What factors have influenced your completion trends?

As a new faculty member, I plan to increase completion rates by acting as an advisor to all students in the program. Also, I believe a lot of students are finishing the program without filling out the paperwork to officially get their degree/certificate (because they don't know about it)! This is something that can be easily fixed, by talking about the paperwork in the second year class, and having the forms available to students. This will be increasingly important, as it is a metric that will be used by the state regarding financing.

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?

85.0%

Why did you choose this standard?

This is the standard discipline course success rate

What is your Stretch goal for COURSE success rates?

87.0%

How did you decide upon the goal?

higher than standard, but within reach

Age: Why do you think age differences exist? What do you need to help close the gap?

According to the data, the older the student, the more successful they are. I believe this is a matter of maturity and time-management skills.

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 member to review the program as a whole ensuring the COC's and SLO's are being met.

Summarize the major findings of your course outcomes assessments.

We are currently discussing these issues as a department. Working on aligning our classes and outcomes.

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

Revise Curriculum/Add two classes

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

- On April 26, 2019 I met with our Program Advisory Committee and all of the adjunct faculty with the ID department. We all agreed to make some changes to the ID program (bring back the Presentation Techniques class and add a Portfolio class. In order to keep our credits to 30, we agreed on two classes that have material that can be absorbed into the other studio classes). I have been attending Curriculum Professional Development seminars, as well as curriculum help drop-in sessions. I submitted everything through META, which is currently under review, and hopefully will be implemented for Fall 2020. Expected outcome is for students to have a portfolio when they graduate which they can use for job interviews and/or transfer to a 4-year program. The addition of the presentation techniques class will create content for the portfolio, as well as, skills for subsequent classes. The portfolio class will cover graphic design and organization of content into a professional package. This will also make us more competitive with our main competitor; Mesa College's ID program. Mesa's AS program is 60 credits, and has 3 classes/9 credits in visual communications. I believe we need at least one class for our students to graduate with similar portfolios. Palomar's mission statement states that we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training. The addition of these two classes will increase both transfer-readiness and skill development that is directly related to what they will need in the field.

Outcome(s) expected (qualitative/quantitative)

Students will have a portfolio when they graduate which they can use for job interviews and/or transfer to a 4 year year program. The addition of the visual communication class will create content for the portfolio, as well as, skills for subsequent classes. The portfolio class will cover graphic design and organization of content into a professional package. Both classes may be cross-listed with the Architecture department, as they currently offer a visual communications class, and are interested in adding a portfolio class. Content could easily be focused on both majors.

This will also make us more competitive with our main competitor; Mesa College's ID program. Mesa's AS program is 60 credits, and has 3 classes/9 credits in visual communications. I believe we need at least one class for our students to graduate with similar portfolios.

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

The college's mission statement states that we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training. The addition of these two classes will increase both transfer-readiness and skill development that is directly related to what they will need in the field.

Expected Goal Completion Date

1/1/2020

Goal 2**Brief Description**

Get the ID program accredited by the National Kitchen and Bath Association

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

This goal was completed and we are now NKBA affiliated. Palomar College appears on the NKBA website.

Outcome(s) expected (qualitative/quantitative)

NKBA is a nationally recognized professional organization for interior designers. Again, our main competitor, Mesa College's ID program, is NKBA accredited, so having the same qualification will make us more competitive with them. It is also a qualification that students can put on their resumes. Having a seal of approval from NKBA will give our program legitimacy.

From the NKBA website, some other information (I am especially excited about the internship opportunities for our students):

By joining the NKBA, your school and its educators can take advantage of the many benefits of membership, including new offerings that will be coming online in phases over the next several months such as; web presence exposure for your school through a profile page on the NKBA web site, plus the NKBA Affiliated School logo for the school's own site; participation in an online community tailored to educators with discussion forums, lesson plan repositories, best-practice guides, curriculum and other resources, as well as an online forum to network with other educators in similar fields.

Educators at affiliated schools will also be able to utilize an internship portal currently in development, attend educator-focused in-person forums and virtual meetings, and take advantage of mentoring by experienced program coordinators. NKBA membership for the school and its educators is free, and discounts on NKBA Professional Knowledge publications and at the KBIS trade show are available. Schools also get the benefit of professional review of two student kitchen and bath drawing samples annually at no charge.

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

The college's mission statement states that we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training. The addition of NKBA accreditation will add another layer of credibility to their resumes.

Expected Goal Completion Date

7/1/2019

Goal 3**Brief Description**

Better align our Course Learning Outcomes with each class.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Meetings with the entire ID faculty to go over the process for changing the CLO's for their classes.
Review the Council for Interior Design Accreditation (CIDA)'s learning outcomes as a guideline.

Outcome(s) expected (qualitative/quantitative)

I think it's been awhile since this process has happened, and it's time to revisit the CLOs, especially in light of the recent (and upcoming) course changes.

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

Clarifying the CLOs will help with Guided Pathways, which states that "students wish to move through our system efficiently, get the courses they need to transfer or obtain a career in a reasonable time frame."

Expected Goal Completion Date

1/1/2020

Goal 4**Brief Description**

Offer a Lab Proctor for open labs on Fridays

Is this a new or existing goal?

New

How will you complete this goal?

Working with administrators

Outcome(s) expected (qualitative/quantitative)

Students will have more time to work with the software, which will increase the professionalism of the projects, and ultimately their portfolios they will take on interviews.

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

Our program is committed to helping students achieve the program outcome of a strong portfolio. Having time with the software (which is expensive for a student to purchase on their own), helps them achieve this goal

Expected Goal Completion Date

8/1/2020

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 would like to add one lab proctor on fridays

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments

We love the addition of the portfolio class to your curriculum. This a great addition for Work-based Learning.

Instead of "older student" please use bracketed age group.

Please elaborate on "Major finding of course outcome assessment."

Congratulations NKBA accreditation!

Chair Name

Anita R. Talone and Rita Campo Griggs

Chair Sign Date

10/29/2019

Dean Review

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

Having a FT faculty running the program has already made a difference in enrollment. Excellent goals for the program.

Areas of Concern, if any:

need additional lab space

Recommendations for improvement:

programs are vocational so please change on page 1 of the review.

Dean Name

Margie Fritch

Dean Sign Date

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:

I'm so excited about your portfolios – really cool. The completion rate ideas are also great- thanks you for this dedication. Goals also make good sense to me.

Areas of Concern, if any:

Recommendations for improvement:

Very excited to see this program growing- well done folks.

Vice President Name

Jack S. Kahn Ph.D.

Vice President Sign Date

1/9/2020