

Status: **Reviewed**

Entry #: 202

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## 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**

2020-2021

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

Comprehensive

**Department Name**

Design and Manufacturing Technologies

**Discipline Name**

Architecture (ARCH)

**Department Chair Name**

Rita Campo Griggs

**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 TOP coded as 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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

**Full-time Faculty (total number of FT faculty in your discipline)**

1

**Full-time Faculty (FTEF)**

1

**Part-time faculty (FTEF)**

5

**Classified and other permanent staff positions that support this discipline**

Shared Department ADA

**Additional hourly staff that support this discipline and/or department**

None

## PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

## PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?**

The program has made significant positive changes. Our two prong attack of adding both desk critiques and juried critiques have been successful in accomplishing our program learning outcomes. Working professionals are supplying real world examples to our students. They give them one on one interaction. As a result, the student learning outcomes in both design and technical ability have excelled. Furthermore, now we have aligned our program with local universities. The result is the transition from Palomar to a transfer schools have become seamless.

### **How do they align with employer and transfer expectations?**

Because of the program modifications we made our transfer applications have been receive with anticipation. A bachelors of architecture is a five-year pursuit. With our new, revised, program many of our students can accomplish the first two years at Palomar College. This has allowed us to make strong transfer agreements with local universities excepting our students at a third-year level. This was previously unheard of. Furthermore, we have secured both scholarship money and reduction in tuition from multiple universities. This culminated in \$15,000 being passed out last year alone.

As for industry, we have streamline the certificate of achievement, allowing a student to complete his or her certification in one year. Greatly reducing the time a student spends in school. Providing the workforce with-well trained employee they desperately need.

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

We've established a process that allows the full-time faculty and adjunct to have a voice in the programs direction. 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.**

With this new direction in our programs successfully implemented our next step is to really evaluate, in greater depth, our program outcomes. We find that many of our outcomes are disjointed, do not stack, or are clearly articulated. We have currently evaluated all 16 courses in the program. This includes our new Arch 295 architectural internship approved last spring.

We were in the process of editing individual student learning outcomes when the move to distance-learning was implemented by the college. As a result the department changed course and focused on getting our classes certified for distance-learning. The next step is to pick up the editing process and continue the evaluation/editing of the individual courses.

### **Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?**

We have two years established with the revised program and are seeing our first cohort successfully graduate. I would like to get some outgoing data to see if our students are admitted into a university at the appropriate level and into industry at the appropriate pay scale.

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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**

Communication: Our classes, specifically design studio, rely on a oral presentations supplemented with visual graphics to support a design thesis presented to a jury of architects.

Computation: Architecture is inherently a math-based art form. Geometry, analytics, and quantitative reasoning all play a factor of how a building is formed. As a student navigates the Palomar architecture program he or she is introduced to each one of these computational requirements throughout their architectural studies.

Creative, critical, and analytical thinking: Much of the program is based around a design problem a student must solve. We introduce fundamental architectural concepts coupled with a real world example of an architectural problem. The result is the student must master the concept and express it through their own individual design using critical thinking and teamwork.

Community, multi cultural/global consequences and responsibility: Many of our design exercises will challenge the students to think about the larger context and how their buildings will engage the public at whole. An understanding of oneself, and their own cultural identity, helps shape and ultimately gives form to a building. With such a wonderfully diverse student body the projects are often unique, self-exploratory, and engaging. As global citizens they are required to look at the impact of their designs thru a much larger lens.

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**

I feel the program successfully adheres to the general education/institutional learning outcomes laid out by Palomar College. These outcomes are weaved into the fabric of the lectures and become the norm rather than the exception. Many of these outcomes align with the expectations of industry and universities. As a result it is to the benefit of the student and to the college to ensure our students master these tasks. I believe they are.

## 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.**

2019-20

AA/AS = 9

Certificate = 10

Total Program Completion = 19

**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 seeing the positive effects of the full time faculty hire. This coupled with the new guided pathways and a strong transfer agreements are adding much needed clarity and direction to the program. This can be seen in the number of completions doubling from last year. Our completions are trending upward:

Completions:

2017-2018 = 5 (FT New Hire )

2018-2019 = 9 (Transfer Agreements Established)

2019-2020 = 19 (Current Outcomes)

We can see this positive trend within our enrollment and fill rate as well.

Enrolment:

2017 = 231

2018 = 223

2019 = 298

Fill rate:

2017 = 92%

2018 = 95%

2019 = 98%

**Are the courses in your discipline required for the completion of other degrees/certificates?**

No

**Do you have programs with 7 or fewer completions in the last 5 years?**

Yes

**What steps are you taking to address these completions?**

The steps we have taken to raise the completions are as follows:

Full time hire

Guided pathway established

Transfer Agreements Established

Omit unneeded courses ( per academic advisory)

Course offerings are scheduled in advanced and aligned with guided pathway mapping

**What is your program standard for program completion?**

22

**Why did you choose this standard?**

Unfortunately, 22 individuals would be the maximum students we could graduate within the confines of the facility we are housed. Due to the space requirements and with sharing a lab/classroom with another department these restricted conditions will hamper growth. As we only have 22 seats for the lab/classroom and a design studio is required, one per semester, then the maximum cohort is 22 per graduating class. I will address opportunities to remedy this situation later in the PRP.

**What is your Stretch goal for program completion?**

44

**How did you decide upon your stretch goal?**

I would like to double the size of the program to meet the demands of industry. We could grow our program by running two studios, simultaneously. We feel that there is a demand for our students. Per O\*Net Online Summary Report, 2019 The following occupations are considered, "Hot Technology" or "Bright Outlook" and are frequently included in employer job postings.

Architectural Drafters

Computer aided design CAD software

Construction Managers

Construction Building Inspectors

Construction Related Workers

**ENROLLMENT AND EFFICIENCY TRENDS**

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**What was your enrollment trend over the last 5 years?**

Increased

**What was your efficiency trend over the last 5 years?**

Increased

**Were these trends expected? Please explain.**

Yes, and we where are expecting to see continuation of the positive trends if the program was not interrupted by the pandemic. I fear we may see a minor drop due to the quick transition to an online platform. Moving classes like basic Architectural drafting to a digital format has been challenging. Once this temporary situation is resolved we will see the return of steady growth.

Enrolment:

2017 = 231

2018 = 223

2019 = 298

Fill rate:

2017 = 92%

2018 = 95%

2019 = 98%

**Program Information Summary**

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

**How have these factors contributed to the success of your program(s)?**

The program outcome assessments, completions, and enrollment/efficiency illustrate the previous actions taken are correct and proving successful

**How have these factors presented challenges for your program(s)?**

The challenges of limited space will hamper our stretch goal for program completion

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.

**Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Our success rate has increased and is currently at the highest level to date.

2015 = 75.5%

2016 = 70.5%

2017 = 73.6%

2018 = 65.4%

2019 = 81.1%

This was expected due to major revision to the guided pathway. Class offering are now scheduled in advice and at regular intervals.

At this time we have exceed our current stretch goal previously set at 73.0%

**What is your stretch goal for course success rates?**

82.0%

**How did you decide upon the goal?**

Due to the global pandemic our current goal is to maintain and "hold steady" the achievements made over the previous two years.

**Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?**

Increased

**Was this expected? Please explain.**

Our retention is now back to it previous high and trending upward.

2015 = 96%

2016 = 89%

2017 = 94%

2018 = 91%

2019 = 94%

**Are there differences in success or retention rates in the following groups? (choose all that apply)**

Gender

**Gender: Why do you think gender differences exist? What do you need to help close the gap?**

We see less female students in our program but this demographic has a greater retention rate. Construction tends to be a male dominated industry. One that isn't generally marketed to young females students interested in the trades, design, or engineering. Our goal is to rewrite that paradigm. We are offering outreach to local high schools, female led lectures, and highlighting the accomplishments of female architects.

**Are there differences in success/retention between on-campus and online courses?**

No

**Please share any best practice methods you use for online courses.**

The current retention rate regarding instruction mode is matched and exceeds the institutional set standard (70%)

Fall 2019: On-Campus 93%, Distance Education 95%

## COURSE LEARNING OUTCOMES

**How is course assessment coordinated across sections and over time?**

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.

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

Due to shifting the program online we have shifted our academic binders to a digital version. The goal is the same, provide course documentation that will ensure continuity between adjunct faculty. The work is still in progress as we navigate the changes in classroom delivery.

**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.

**Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?**

Not at this time

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

We have omitted text books that do not support the learning outcomes. We have found some texts book can be a hold over from past instructors and are out of date or not relevant to todays industries.

**PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**How do your course outcomes help your students achieve their program outcomes?**

We have worked with local universities and industry through the academic advisory sessions to help clarify and streamline our course outcomes and program outcomes. The expectations of a student can change over the years. With technology this seems to be evermore present. We want to ensure that our students are getting the most accurate and up-to-date information that allows them to succeed wherever they may choose to go post Palomar College. This can be seen through us modifying our certificate of achievement to a single year. This can also be found within our associates degree and how we've coupled classes so the learning objectives can be found reinforced in multiple classes.

**How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**

Course outcomes are integral to the success of students within our program. We have spent a great deal of time mapping out the path a student takes when entering the program to exiting the program. We have coordinated our website with the academic advisory websites so the information of students getting is consistent, correct, and relevant. We have posted graphics in our classroom/labs that provide the students a visual "path" they need to take and tract their progress. We have also found scheduling in advance and coordinating our class offerings with our academic map allows for students to plan ahead which increases the likelihood of success.

**What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.**

Our class scheduling is done with a great amount of intent. Our goal is to schedule classes so they are blocked together two days a week allowing the students to completely immerse themselves in the discipline. Once a student is enrolled in the program they can plan ahead. Understanding that Tuesdays and Thursdays the majority of their design classes will be offered regularly. This stays consistent from semester to semester. Technical computer related software instruction are held at night so the offerings can be accessible to both a full-time or part-time student. Our design projects are laid out in advance. We purposefully assign the student a single semester long project allowing them to build upon the knowledge they've gained from one on one interaction with architects and jury reviews. Once again this supports the working student and allows them the flexibility they may need in juggling life's demands and their education.

**How do you work with other departments that require your course(s) for program completion?**

At this time our department does not rely on other departments for program completion. We do however like to team up with other departments. From designing amphitheaters with the theater department to creating buildings for the interior design department to explore. This collaborative nature can be found throughout our class projects and enriches the students Palomar experience.

**Does your discipline offer cross-listed courses?**

No

**Are there curriculum concerns that need to be resolved in your department? What are they?**

Not at this time.

**Are there courses that should be added or removed from your program - please explain?**

Not at this time.

**How is the potential need for program/course deactivation addressed by the department?**

Any program/course deactivation is reviewed by the following before implemented:

Full time Faculty

Adjunct Faculty

Academic Advisory

Department Chair

**Is your department pursuing non credit or not-for credit options at this time?**

No

**Are there areas you would like to expand?**

Not at this time.

**Click here for information about [Noncredit](#) and [Community Education](#)**

**Is your department offering online classes?**

No

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**

Each class is reviewed individually for the best delivery method per our Student Learning Outcomes and Students learning objectives. we take into account the projected course load required by the students to complete the program under the projected timeline

( mapped thru the guided pathway). Lastly, we ensure that a qualified instructor is brought in on the conversation to confirm the course is transferable to a digital format. At this time all Architecture courses are listed as Distance Learning.

**Describe other data and/or information that you have considered as part of the evaluation of your program**

We rely heavily on our academic advisory meetings. We invite both industry and our university colleagues to help guide and shape the program. As we build our relationships with universities thru transfer agreements we need to maintain the first two years of architectural studies to be in sync with there expectations. Our industry representatives help us shape the technological demands as they change rapidly. From three dimensional modeling to virtual reality, integration of new technology is key to providing a successful applicant for a future job.

## CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**The following websites are for CTE related data:**

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**

Architect, Architectural Designer, Architectural Drafter, Architectural Draftsman, Architectural Technician, CAD Technician (Computer-Aided Design Technician), CADD Operator (Computer-Aided Design and Drafting Operator), Detailer, Drafter, Draftsman, Truss Designer

We feel that there is a demand for our students. Per O\*Net Online Summary Report, 2019 The following occupations are considered, "Hot Technology" or "Bright Outlook" and are frequently included in employer job postings.

Architectural Drafters

Computer aided design CAD software

Computer aided design Revit software

Construction Managers

Construction Building Inspectors

Construction Related Workers

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**

Architecture

Architecture (BArch, BA/BS, MArch, MA/MS, PhD). A program that prepares individuals for the independent professional practice of architecture and to conduct research in various aspects of the field. Includes instruction in architectural design, history, and theory; building structures and environmental systems; project and site planning; construction; professional responsibilities and standards; and related cultural, social, economic, and environmental issues.

Architecture Drafter:

Design: Produce drawings using computer-assisted drafting systems (CAD) or drafting machines, or by hand using compasses, dividers, protractors, triangles and other drafting devices.

Visualization: Active Listening: Supervise, coordinate, and inspect the work of draftspersons, technicians, and technologists on construction projects.

Computers and Electronics: Obtain and assemble data to complete architectural designs, visiting job sites to compile measurements as necessary.

Complex Problem Solving: Correlate, interpret, and modify data obtained from topographical surveys, well logs, and geophysical prospecting reports.

Near Vision: Draw maps, diagrams, and profiles, using cross-sections and surveys, to represent elevations, topographical contours, subsurface formations and structures.

Building and Construction: Analyze building codes, by-laws, space and site requirements, and other technical documents and reports to determine their effect on architectural designs.

**How does your program help students build these KSA's?**

The architecture program mirrors the office structure that a student will engage in once they are employed. From the format of the classes to the delivery method of the assignments. A student will start to understand the demands of industry and the valuable soft skills needed to succeed in the work force.

### **Work Based Learning**

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**

Yes

**What have you done to integrate work-based learning?**

Arch 295 Architectural Internship.

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**

An architectural internship familiarizes the student with the day to day operations of an architectural firm. They'll get an around-the-clock view of the office, with your duties ranging from assisting in aspects of architectural design to making client presentations and working with a construction team. A student may also assist with general logistics and research rules pertaining to design and construction.

**How do you engage with the community to keep them apprised of opportunities in your program?**

We engage the community with the following programs:

AIA Palomar Chapter

AIA San Diego Chapter

High School Outreach

Habitat for Humanity

**What is the regional three-year projected occupational growth for your program(s)?**

Per EDD Employment Development Department, What is the Job Outlook?

The number of Architect jobs is expected to increase over the next several years. Those with a sustainability background and green certifications or credentials (e.g., LEED) may find more job opportunities; however, like many occupations, employment may be sensitive to the fluctuations of the economy.

Per O\*Net Online Summary Report, 2019 The following occupations are considered, "Hot Technology" or "Bright Outlook" and are frequently included in employer job postings.

Architectural Drafters

Computer aided design CAD software

Computer aided design Revit software

Construction Managers

Construction Building Inspectors

Construction Related Workers

**What is being done at the program level to assist students with job placement and workforce preparedness?**

Our program actively partakes in the following actives to assist with job placement:

Architectural Internship

Job Placement

Portfolio review

**When was your program's last advisory meeting held? What significant information was learned from that meeting?**

April 3rd, 2020

Advisory Committee Facility Recommendations

1. Larger Space & Lab / Classroom

2. Accessable lab for after hours student use

Advisory Committee Recommendations for Equipment

1. Laser Cutter

2. VR Equipment

3. Large format printer

4. Software Lumion 11

**What are the San Diego County/Imperial County Job Openings?**

Per C.O.E. Center of Excellence 6/20202(San Diego / Imperial Valley )

( NOTE: Info. for San Diego Architect, Architectural Technology, Architect Drafter NOT available LA)

Los Angeles / Orange : Architectural Drafting Over the next five years, there is projected to be 947 jobs available annually in the region due to retirements and workers leaving the field, which is more than the 597 awards conferred annually by educational institutions in the region. The national-level educational attainment data indicates 60.9% of workers in the field have completed some college or an associate degree.

Los Angeles / Orange : Architectural Technology Over the next five years, there is projected to be 745 jobs available annually in the region due to new job growth and replacements, which is more than the 590 awards conferred annually by educational institutions in the region. The national-level educational attainment data indicates 60.9% of workers in the field have completed some college or an associate degree.

San Diego / Imperial Valley: Drafting and Design Technicians >>> Note\*Please note Architectural Technology /Architectural Drafting was not available for San Diego please see Los Angeles / Orange

Online job postings may provide additional insight about recent changes in the labor market demand that are not captured by historical data. As of 2019 Online job postings: 1,308

**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?

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

4/15/2021

### Goal 2

#### Brief Description

Move the department out of the DA-12 to New Building / Space / Campus

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

Existing

#### Goal Status

Ongoing

#### How will you complete this goal?

Working with deans, facilities, department heads and faculty. Strong workforce funds could be used to facilitate this move. Coupling the architecture department and interior design department together in this move would build a strong student experience. This would also support our campus mission statement, advisory committee suggestions, department growth expectations, and department mission statement. A move of this significant would also allow for the design and manufacturing department to take over the existing building. A "win-win-win" for three departments.

**Outcome(s) expected (qualitative/quantitative)**

As I previously stated 22 individuals would be the maximum students we could graduate within the confines of the facility we are housed. Due to the space requirements and with sharing a lab/classroom with another department these restricted conditions will hamper growth. I would like to double the size of the program, 44 graduated, to meet the demands of industry. We could grow our program by running two studios, simultaneously. We feel that there is a demand for our students. Per O\*Net Online Summary Report, 2019 The following occupations are considered, "Hot Technology" or

"Bright Outlook" and are frequently included in employer job postings.

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Computer aided design CAD software

Construction Managers

Construction Building Inspectors

Construction Related Workers

This could be a great opportunity for Palomar College and support the needs of our local community.

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

I will reference the Interior Design request as both departments are in agreement.....

Per: Jessica Newman, 2020 PRP

"The Interior Design department is currently housed in a temporary building at the back of the San Marcos campus. The classroom is shared with the Architecture Department. The shared space with architecture is a good solution, because we use a lot of the same software and equipment (drafting tables for example), and sharing space encourages collaboration between the students and instructors (some of whom teach in both departments). However, sharing one classroom limits how many classes we can offer. This is in opposition to our goal to grow the two programs and enroll more students. This year we acquired new equipment for the two programs to share; a large plotter (a very big printer for printing construction documents), a laser cutter, a flatbed scanner, Virtual Reality equipment and laptops to run the equipment. The classroom is too small for all of this equipment. The Interior Design and Architecture departments would like to stay together, but we would be happy to move to another space on campus or even move to the Escondido or Rancho Bernardo spaces. 2 classrooms would be ideal. We foresee having open houses, senior Saturday (for high school students), professional organization meetings, and other events at this new space to spread the word about our programs and recruit new students."

**Expected Goal Completion Date**

11/1/2022

## RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

### PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

No

***NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.***

**Are you requesting new Classified, CAST or AA positions?**

No

### PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

**Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

No

## **NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

### **PART 3: TECHNOLOGY AND FACILITIES NEEDS**

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

Yes

#### **Facilities Requests**

### **PART 4: OTHER ONE-TIME NEEDS**

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

jlucido@palomar.edu

### **Review**

## Chair Review

### Chair Comments

The Comprehensive review of the Architecture program is very well done.

For future review and considerations:

Consider adding additional goals; specifically, a goal for special projects. This could include industry events and a special guest series like the one you will be introducing, "Women in Architecture."

### Chair Name

Rita Campo Griggs

### Chair Sign Date

10/29/2020

## Dean Review

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

Excellent and comprehensive program review. Joe has done an amazing job since joining the college to review and revise his program. Data shows this. We need a new space for our Industrial Automation programs for Advanced Manufacturing which is noted in this review.

### Areas of Concern, if any:

No concerns. One comment is under the Curriculum section I believe there is one cross-listed course with Interior Design.

### Recommendations for improvement:

### Dean Name

Magie Fritch

### Dean Sign Date

11/2/2020

## IPC Review

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

Great work creating stronger connections with transfer agreements.

Strong improvement with degree/certificate completions!

Mission Statement is clearly connected to current trends in the field/employment opportunities, esp. regarding inclusivity and sustainability

### Areas of Concern, if any:

None

### Recommendations for improvement:

Check spelling of dean's name and other typos. Marked that there are facilities needs, but no narrative. Could consider adding a more specific goal/resource request to address the gender disparity concern mentioned in "Course Success and Retention"

### IPC Reviewer(s)

Justin Smiley, Cindy Anfinson, Nancy Browne, Jennifer Backman, Rocco Versaci

### IPC Review Date

12/2/2020

## Vice President Review

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

a very exciting PRP -- lots of work and positive change happening in the discipline -- impressive. solid work on addressing issues surrounding transfer; scholarships for architectural programs; 1-year certificate; plan for addressing/organizing/building program outcomes; increase in completions -- nicely laid out to show possible causes; strong positive shift in success rates; strong retention rates; collaboration with other areas to create real world opportunities for practice

**Areas of Concern, if any:**

1. answer re: scope and depth of degree does not fully address the question -- is addressed, however, in other parts of the document
2. growth -- how might your OL courses impact space issues?
3. Discipline Course Success Rate rationale -- vague -- think this through; what's the value in having a higher target?
4. best practice methods not discussed -- what do you attribute the success of your DE retention rates to?
5. RE: SLO assessments, do you look at them in terms of where your students succeed and where they struggle and then work to address the struggle points by looking more closely at the instruction of those points?
6. RE: deactivation, what factors would you consider?
7. You checked NO for your department offering online classes. In other spots, you speak to DE courses. ??

**Recommendations for improvement:**

1. discuss possibility of bringing ARCH and ID to ESC or RB (possibly FEC?) with dean and center directors; would be good to know now if these are viable options in the near or distant future so that planning could begin.
2. add results to #1 in this section to next PRP as a Facilities request (you marked yes in Part 3 but did not elaborate)

**Vice President Name**

Shayla Sivert

**Vice President Sign Date**

1/1/2021