Status: **Reviewed**

Entry #: 310

Date Submitted: 10/5/2020 6:22 PM

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?
Annual

Department Name
Design and Manufacturing Technologies

Discipline Name
Drafting Technology (DT)

Department Chair Name
Rita Campo Griggs

Division Name
Career, Technical and Extended Education

Website address for your discipline
https://www2.palomar.edu/pages/drafting/

Discipline Mission statement
In direct alignment with Palomar College's mission statement, the Drafting Department is committed and focused on being the leading provider of education to influence positive change and excellence in the technical, mechanical, electrical, and industrial drafting disciplines. 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 drafting 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 public schools, 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.
Drafting and Design CADD/CAM Technology
AS Degree and Certificate of Achievement

Mechanical Engineering Drafting and Design Technology
Certificate of Achievement and AS Degree

Electrical Engineering Drafting and Design Technology
AS Degree and Certificate of Achievement

Drafting and Design Technician – AutoCAD
Certificate of Achievement

Drafting and Design Technician – SolidWorks
Certificate of Achievement

Drafting and Design Technician – Creo
Certificate of Achievement

Please list the names and positions of everyone who helped to complete this document.
Anita Talone, FT Faculty
Art Gerwig, FT Faculty

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)
2

Full-time Faculty (FTEF)
2.80

Part-time faculty (FTEF)
1.07

Classified and other permanent staff positions that support this discipline
Yesenia Gamble Zermeno, Shared Division ADA
1/6 of 100% of 12 months

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?
Last year Art Gerwig and I examined every AS degree and certificate program in the Drafting Technology department. We reached out to Ruishan Chow, Regional Director of Employer Engagement for Advanced Manufacturing in San Diego and Imperial Counties. We also enlisted the advice and implemented recommendations from our Drafting Advisory Committee members, our adjunct faculty, and our students. We asked, what are we doing right? What are we doing wrong? What is happening in industry that we need to immediately implement in our program? We asked our students what they thought of our program, and how could we improve. How could we better serve them? After gathering stacks of information. We upgraded, energized and brought our certificates and AS degrees into the 21st century. We deactivated certificates, AS degrees, and courses that were no longer relevant. We renamed three of our certificates and AS degrees to reflect industry nomenclature. We creating new courses and eliminated irrelevant courses within these degrees. We also created three new certificates. Then we attended numerous work sessions with Wendy Nelson and Katy Farrell to rewrite every program learning outcome and course outcome for each AS degree and certificate as well as new SLO's for every course. We are absolutely confident that our program's learning outcomes communicate the scope and depth of our degrees and certificates currently being offered due to the intense research, industry input, reflection and labor that was devoted to revising them.

How do they align with employer and transfer expectations?
We are confident that our program learning outcomes are directly aligned with employer expectations. After we remodeled our program, we had an industry partners meeting and presented our new programs. They were all very excited, and the feedback was extremely positive. They did however make several suggestions, which we will be implemented in our next round of revisions. Regarding transfer expectation we have work to do on two classes transferring to SDSU. We will be working on these this Spring.

Describe your program's plan for assessing program learning outcomes.
Our plan for assessing our program's program learning outcomes starts with Art and I reviewing not only our own lectures, assignments and existing SLO's, but those of our adjunct instructor's also. We only have a handful of adjunct instructors. They are all currently working in industry and they are invaluable when shaping our programs. When we updated our programs, we consulted them, so it is logical to ask them if what we decided together is working. Every year we have at least one and usually two Advisory Committee meetings. We will also check with them to confirm that we are industry relevant and current.
The second way to assess our program learning outcomes is to keep track of student success rates and degree/certificate awards. This data is going to skewed due to our current COVID situation. All our courses are not able to be offered this semester, nor will they be offered next semester due to several factors. We are not able to offer some of our new courses in our certificates until we can be back to campus. Two of our courses require industrial equipment that is in the machine shop, they are totally hands-on and are not being offered Spring semester. A second factor is that two of existing courses are not being offered due to lack of additional adjunct needed teach these highly specialized courses. These two particular courses are not easily put on line and they are in need of new content and a specialized delivery format. We will not be able to award these new certificates until we return to campus. Hopefully, we will back on campus and able to run all of our classes and start awarding our certificates and degrees.

Summarize the major findings of your program outcomes assessments.
We believe our program assessments are now relevant and current. They are aligned with our mission statement, our Advisory Committee's recommendations, our industry partners, the Director of Employer Engagement for Advanced Manufacturing, and university level transfer agreements. We will have a better understanding once we have had a chance to run our entire programs for at least two years.

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.
(2) Drafting and Design CADD/CAM AS
(0) Drafting Technology: Multimedia AS
(2) Electrical Engineering Drafting & Design Technology AS
(1) Mechanical Engineering Drafting & Design Technology AS
(3) Drafting and Design CADD/CAM Certificate
(0) Drafting Technology: Multimedia Certificate
(4) Electrical Engineering Drafting & Design Technology Certificate
(3) Mechanical Engineering Drafting & Design Technology Certificate

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

What factors have influenced your completion trends?
We have had a decline in AS degrees and Certificates awarded over the past two years. In 2019-2020 we had a decease of 15 certificates. In 2018-2019 we had a decrease of 5 certificate. 2018-2019 we were at an all time high of awarding 27 certificates and AS degrees. One reason we believe the decrease in certificates and AS degrees can be attributed to a lack of enthusiasm, advertising and outreach for our Program. Three years ago, we had two members of the Physics and Engineering Department that championed enrollment of their students into our Drafting classes. They allowed us to come and speak to their students about our classes. Our classes are co-listed with Engineering and we were heavily enrolled with Engineering students. I was invited every semester to come and talk about our program and our course. It was a perfect opportunity to solicit students and enrollment. Both those instructors are no longer in that department and we cannot get any momentum going with the current faculty or Chair. Last semester, prior to Covid, we had begun forging a relationship with the new Full-Time Engineering instructor, unfortunately there are no classes to visit, no flyers to put up in the classroom, and no one championing our program on their end. Additionally, we now have six new certificates and no one to speak to in our own Department. Talking about our Program and Certificates is a part of every class that Art and I teach. Our classroom has an area in the classrooms with stacks of flyers with all the AS degree and certificate information for the students to take. This is all missing from online instruction. We asked the three adjunct faculty to talk about the Program and the awards, but we have no way of knowing if it effective. When we are in the classroom, we see the students throughout the day and the week. We talk to them constantly about time/day/dates that classes are offered. We talk about application deadlines. Once again, we barely know our online students. We do know that most of them are anonymous. It takes physical, human interaction for our Program to succeed.

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)?
Art and I knew we were on a sinking ship, that's why we snapped into action and killed ourselves getting all this work done in curriculum, to update courses, outcomes, degrees and certificates, meeting with industry partners, holding multiple advisory meetings and work groups. We know we can have a super successful program with the new programs, but the situation we are in now of online instruction is counterproductive to our success. Spring 2020 semester, we had about a 50% drop out rate when we went to online instruction. We worked our tails off to get extremely difficult software and lessons online to provide somewhat of a classroom experience for Fall 2020. It is a tremendous amount of work to even get their assignments turned in, much less have it completed correctly. We need to be with our students physically for our Program to be successful.

How have these factors presented challenges for your program(s)?
We need interdepartmental collaboration and awareness. It is great working with Michael Wright from the Machining program. We are sharing courses as well as sharing students. He has some of our courses in his program, and we have some of his in ours. We need more support from Physics & Engineering. They need our courses and their students need to know that. We need to be back in the classroom with our students. We need counseling to know what we do and read the information we send them. What we do is difficult. What we teach is difficult. Students need to know they need to show up physically and mentally. Students need to realize they need to know how to read and how to do math. All our classes have reading and math in them. We have revamped everything to make our degrees and certificates attainable in a shorter amount of time. They are now relevant and streamlined. They are attainable in one year if we can run our entire program and without cancellations due to lack of enrollment. We need awareness and publicity. This is not the case right now. We have created something that has the potential to be fabulous, but the two of us cannot do everything.

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?
We didn't choose this standard. We were told it was 70% by our former lead instructor. We need to have a discussion with Full-Time and Adjunct Faculty to revisit this, especially after looking at this past year's trends.

What is your stretch goal for course success rates?
90.0%

How did you decide upon the goal?
Ideally 100% would be our stretch goal, but this is not a realistic goal, given our current situation with online learning and entirely revamped degrees and certificates. Once we figure out what is working and what needs to be tossed out, 100% would be the ultimate stretch goal. So for now, 90% sounds like a stretch given what has happen over the past two years.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
As mentioned earlier, we have revamped almost everything in our Program. We “sunsetted” all the old course outcomes and created new, relevant outcomes to align with the new objectives, content and focus of the courses. We feel it is a huge improvement over what we had. We also took out all inappropriate language/wording with the help of Katy Farrell and Wendy Nelson. We are now most current in this area.

Summarize the major findings of your course outcomes assessments.
To summarize, all our old outcomes assessments were terrible. They were worded incorrectly and really didn’t say much of anything. They said we exceeded the 70% institution goal. This really doesn’t say anything useful. The next cycle of assessments should be more telling.

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.

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?
Careers Available:
CAD Designer (Computer Aided Design Designer)
CAD Operator (Computer Aided Design Operator,
Design Drafter
Designer
Drafter
Drafting Technician
Mechanical Designer
Mechanical Drafter
Product Designer
Project Designer
Electrical Designer
Electrical Drafter
Engineering Agent
Engineering Associate

No new emerging careers indicated.

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

Knowledge:

• Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
• Engineering and Technology — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
• Mechanical — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
• Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
• English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
• Physics — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub- atomic structures and processes.
• Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
• Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
• Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
• Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Skills:

• Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
• Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
• Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
• Mathematics — Using mathematics to solve problems.
• Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
• Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
• Speaking — Talking to others to convey information effectively.
• Coordination — Adjusting actions in relation to others' actions.
• Instructing — Teaching others how to do something.
• Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
• Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
• Operations Analysis — Analyzing needs and product requirements to create a design.
• Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
• Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Abilities:

• Near Vision — The ability to see details at close range (within a few feet of the observer).
• Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.
• Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
• Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
• Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
• Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
• Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
• Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
• Speech Clarity — The ability to speak clearly so others can understand you.
• Speech Recognition — The ability to identify and understand the speech of another person.
• Written Expression — The ability to communicate information and ideas in writing so others will understand.

• Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
• Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
• Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

How does your program help students build these KSA's?
Every one of our classes is inclusive of these KSA's. Our curriculum emphasizes all of these. Our students are with us 6 hours per week per course learning these skills. What we do is hands-on. As instructors we give them the knowledge during the lecture. During this lecture they are sitting in front of their computers doing what we ask them to do on the computer. We can see immediately what is happening. If someone is lost, they don't have to tell us, we can see it. We get them back on track immediately, and then proceed with the lesson. Our lab time is spent learning and building these skills over and over until they get it. This builds their ability to perform. Some students have a lot of ability when they start class, most students leave with way more ability than they had coming into the class. Our Programs reflect the exact knowledge represented above. Our Advisors let us know what is needed in our classes, what is obsolete, and what is changing. As instructors, we educate ourselves by going to conferences and doing professional development that pertains to our Programs.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
Our primary engagement with the community comes from our Advisory Committee meetings. We have spoken with our Advisors about becoming more engaged with the community. The problem is that we do not have enough time in the week to do everything. Since we changed our AS degrees and certificates, we need new marketing material. We have already found that we need to change some of the things we thought would work, but now know they will not work. We are going to have to make these changes before spending money or printed material. What we are doing is updating our website. We just gave all the new information on our Program to the web master. We also built tables of all information laid out by semesters for students to easily access to put on the site. We need new pictures of students with new computers and machinery. One person commented how old our computers and monitors looked on our website. We have gone to several Career Fairs, until Covid hit. We have attended Manufacturing Zoom conferences. We have met with AutoDesk representative to discuss more exposure for the school. We work closely with Bruce Reaves, who is a Job Developer/Case Manager here at Palomar. We articulate with local High Schools. We could be doing more and we are working on a few other ideas.

What is the regional three-year projected occupational growth for your program(s)?
Projected Occupational Demand
Between 2019 and 2024, Drafting and Design Technicians are projected to increase by 139 net jobs or five percent. During this period, employers in San Diego County are projected to hire 311 workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement, for example.

What is being done at the program level to assist students with job placement and workforce preparedness?
Everything we do in our Program is to prepare students for the workforce. We not only teach them our curriculum, but we put an emphasis on essential skills valued by employers. We were at a seminar last week where a panel of local industry leaders spoke on this very topic. Every company can teach skills, processes, and improve an employee's ability to do their job. The one thing that is missing, and cannot be easily taught, are the following: emotional intelligence, effective communication, creative thinking, collaboration, dependability and resourcefulness (courtesy of Jewyl Alderson Clark). These are skills that employers are valuing today in an employee. Every day we try to remind students that we are not in class just to get the homework done. We are here to make you the person that people want to hire. We do this every day, all day long.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
The Drafting Technology Department's last advisory committee meeting was March 10, 2020. The most significant information learned from that meeting was the committee's approval of all our changes to our AS degrees and certificates. They told us we were spot on with industry needs, and very pleased that their guidance and input shaped our Program. The second great thing that came out of that meeting was two companies wanted to work with us on internships for our students. They actually had positions waiting for our students. The last piece of information is that we didn't have a chair left in the room. Our meeting was filled to capacity.

What are the San Diego County/Imperial County Job Openings?
Between 2019 and 2024, Drafting and Design Technicians are projected to increase by 139 net jobs or five percent. During this period, employers in San Diego County are projected to hire 311 workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement, for example.

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
Redesign all Certificates and AS Degrees

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
This goal is almost complete. We have a few courses that need to be changed and updated. We need our Distance Educational approval from he state before we can change anything else. If we make changes now, we will interrupt the time-sensitive schedule for approval. All we need to do is create and input the data into META. Then we will have to update the SLOs.

Outcome(s) expected (qualitative/quantitative)
-Outcome(s) expected (qualitative/quantitative)
-More robust courses and programs
-More relevant material and instruction
-More certificate and degree completions
-Creation of stackable certificates

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal is in direct alignment with Palomar College's mission statement, the Drafting Department's mission statement and Guided Pathways. All three of these aspire to inspire positive change and enhance the learning experience at Palomar. These changes will allow drafting and design students to receive the most relevant, current instruction and professional practices designed to evoke passion and inspiration in the pursuit of their professional goals.

Expected Goal Completion Date
12/17/2021

Goal 2

Brief Description
Update Course Curricula

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Talk to our Advisory Committee and bring Full-Time Faculty and Adjunct Faculty that are currently working in industry together to talk about what we need to be doing in order to produce the best prepared students we can for the workforce. We need to know what is new; what is outdated/irrelevant; what to keep; and what to throw out.

Outcome(s) expected (qualitative/quantitative)
-More relevant courses
-Highly prepared students
-Team building within the Drafting Department

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal is in direct alignment with Palomar College's mission statement, the Drafting Department's mission statement and Guided Pathways. All three of these aspire to inspire positive change and enhance the learning experience at Palomar. These changes will allow drafting and design students to receive the most relevant, current instruction and professional practices designed to evoke passion and inspiration in the pursuit of their professional goals. We will equip students with the knowledge, skills and confidence necessary to succeed.

Expected Goal Completion Date
12/17/2021

Goal 3

Brief Description
Educate our students about our new AS and certificate programs

Is this a new or existing goal?
New

How will you complete this goal?
We will need to create print materials and update our website. We will need find a way to make this information available in Canvas for our online classes. We will need to put this information on a Facebook page. We also need to again contact counseling, so they will start using the current information for appointments.

Outcome(s) expected (qualitative/quantitative)
The expected outcome is that students will earn AS Degrees and/or Certificates and graduate from Palomar. Another outcome is to educate these students with the course material we offer so they can secure a job with local industry using relevant, industry standard skills.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This goal is in direct alignment with Palomar College's mission statement, the Drafting Department's mission statement and Guided Pathways. All three of these aspire to inspire positive change and enhance the learning experience at Palomar. These changes will allow drafting and design students to receive the most relevant, current instruction and professional practices designed to evoke passion and inspiration in the pursuit of their professional goals. We will equip students with the knowledge, skills and confidence necessary to succeed.

Expected Goal Completion Date
12/17/2021

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?
Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.
We need an increase in our 5000 account for software. We use highly sophisticated software and machinery in our Program. One of the most phenomenal things about our program is that we have the newest, most relevant software available. In a few instances, we are the only college in the area to teach these softwares. This is why student come to Palomar and employers send their employees to Palomar. We have to renew our software licenses every August, before school starts because we need the latest releases and our software expires. Here is the problem, we are asked to do a budget. We prepare our budget by getting quotes on the approximate price of our different softwares, and pricing on other items in the budget, and then we turn it in to Yesenia, our ADA. Yesenia prepares the budget and turns it in. When the new budget is given to Yesenia at the start of the fiscal year, it doesn't cover 1/10th of what we need for software alone. We need approximately $10,000 per year for software renewals. Every year we have a cost increase of approximately 5%. What ends up happening is we scramble at the very last minute and ask Dean Fritch if she can find money to fund our software needs. I can't understand why this happens every year when it is a reoccurring expense that we ask for year after year.

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?
No

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.
atalone@palomar.edu

Review

Chair Review

Chair Comments
The Drafting Technology PRP is well done and complete.
Recommendations for future review:
Goals: include a way to measure the goal, be specific with titles of certificates and degrees.
On the resource page, could PART 3: TECHNOLOGY AND FACILITIES NEEDS assist the program with any purchases?
Consider revising personal pronouns and references.

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:
The Drafting program faculty have worked extensively with the Regional Director for Employer Engagement in Advanced Manufacturing to make the necessary changes to their curriculum and program awards. They have done an excellent job. The collaboration between Drafting and Machining is excellent and should continue. Ideally they should be located together in a space that focuses on Industrial Automation.

Areas of Concern, if any:
None.

Recommendations for improvement:

Dean Name
Margie Fritch

Dean Sign Date
11/2/2020

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:
thorough overhaul of previously existing program, including work informed by advisory council; good collaboration with instruction; solid perspective on course success rates -- looking forward to the results of your conversations; strong goals

Areas of Concern, if any:
1. not seeing opportunity to promote classes in other classes while online
2. no connection to WBL? it would seem inherent to your program...
3. no measurable outcomes for goals
4. recurring need for software funds

Recommendations for improvement:
1. ask to be invited to classes where you hope to promote your courses; provide links to students of flyers; ask for followup opportunities
2. work with Nichol to identify WBL opportunities as well as how your program can be supported through the Career Continuum
3. design realistic, measurable outcomes for goals
4. work with Nichol to build known software expenses into budget development; get approval through the Tech Review Workgroup first.

Vice President Name
Shayla Sivert

Vice President Sign Date
1/1/2021