

Status: **Reviewed**

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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?**

Annual

**Department Name**

Design and Manufacturing Technologies

**Discipline Name**

Interior Design (ID)

**Department Chair Name**

Rita Campo Griggs

**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 TOP coded as vocational (CTE/CE)?**

Yes

**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

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**

Yesenia Zermeno Gamble; Academic Department Assistant

**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

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?**

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 ID180 Capstone, 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.

**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.

**Summarize the major findings of your program outcomes assessments.**

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.

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 do they align with employer and transfer expectations?**

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.

**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.**

AS 5

Certificate 7

**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 some 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.

**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)?**

I believe we are building a strong program. Enrollment is up. The curriculum changes instituted this year (addition of ID125 Presentation Methods) seems to be having a positive effect on the program.

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

Completions were down this year from last. I believe Covid and the abrupt switch to online classes was a contributing factor.

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?**

89.0%

**Why did you choose this standard?**

This is the standard discipline course success rate

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

90.0%

**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 non-traditional mature student, shows a higher level of success. I believe this is a matter of maturity and time-management skills.

## COURSE LEARNING OUTCOMES

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

Every Interior Design faculty member (except one) agreed to work with an instructional designer this summer and fall to create online classes that matched the level of instruction in the face-to-face classes. This process entailed a deep dive into the course content for each class. By the end of this semester we will have every class except for two available in the Palomar commons. 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. All faculty members will be able to access the classes on the commons to see what is being taught in other classes. This will promote threading of important concepts and collaboration between classes.

### Summarize the major findings of your course outcomes assessments.

We are continuing to work on aligning our classes and outcomes. There has been an increase in the quality of work over the past year. Having a full-time faculty member has had a huge effect on the quality of work, threading of classes, and overall professionalism in the program.

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

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## 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?**

Interior Designers  
Architecture Teachers, Postsecondary  
Merchandise Displayers  
Commercial and Industrial Designers  
Architectural Drafters  
Set and Exhibit Designers  
Architects  
Landscape Architects  
Upholsterers  
Model Makers  
Lighting Designers  
Sales Representatives for Interior products

**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.

Building and Construction — Knowledge of materials, methods, and the tools involved in the construction of houses, buildings.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Fine Arts — Knowledge of the theory and techniques required to produce, works of visual arts and sculpture.

Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics.

Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people and property.

Computers and Electronics — Knowledge of computer hardware and software.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation.

Mathematics — Knowledge of arithmetic, algebra, geometry, and their applications.

Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, designing forms, and other office procedures and terminology.

Communications and Media — Knowledge of communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

**Skills:**

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.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speaking — Talking to others to convey information effectively.

Service Orientation — Actively looking for ways to help people.

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.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Coordination — Adjusting actions in relation to others' actions.

Persuasion — Persuading others to change their minds or behavior.

Negotiation — Bringing others together and trying to reconcile differences.

Operations Analysis — Analyzing needs and product requirements to create a design.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Time Management — Managing one's own time and the time of others. .

Mathematics — Using mathematics to solve problems.

**Abilities:**

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.

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).

Near Vision — The ability to see details at close range (within a few feet of the observer).

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.

Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Speech Clarity — The ability to speak clearly so others can understand you.

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

**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.

**Written Expression** — The ability to communicate information and ideas in writing so others will understand.

**Speech Recognition** — The ability to identify and understand the speech of another person.

**Visual Color Discrimination** — The ability to match or detect differences between colors, including shades of color and brightness.

**Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.

**Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

**Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.

**Far Vision** — The ability to see details at a distance.

**Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

**Flexibility of Closure** — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

**Mathematical Reasoning** — The ability to choose the right mathematical methods or formulas to solve a problem.

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

In the Interior Design program we use the Interior Design Process to solve complex design problems. The design process encompasses many of the above skills:

- 1) **Programming:** Gathering information on the client and the site through interviews, observation, and field measurements.
- 2) **Schematic Diagrams:** Organizing information from step one. Extracting important data and organizing in charts, matrices, and relationship diagrams, to make linear information visual.
- 3) **Design Development:** Choosing a design concept and direction. Developing the design solution details.
- 4) **Construction Documents:** Creating working drawings that are to scale, that could be given to a contractor to build a space.
- 5) **Contract Administration:** Using contracts to procure materials, furnishings, equipment, etc for a project. Legal and ethical obligations of the designer.

### **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?**

We offer internships in our program. It is an elective now, but I would like it to be a preferred elective for the Gen Ed requirements (if that is possible).

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

Having experience in the field is great for student resumes. Students learn aspects of the job in an internship that we don't do in class, for example; client meetings and site verification.

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

I recently got our school approved to be affiliated with the Nation Kitchen and Bath Association which gives our students access to their internship and job opportunities (we also appear on their website, which I hope will help with enrollment). I regularly meet with community partners at interior design events. I also email contacts when I know a student is looking for an internship. I encourage students to join ASID (American Society of Interior Designers) and IIDA (International Interior Design Association) as student members for networking opportunities. We also have a Program Advisory Committee that meets annually to discuss the programs.

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

Designers are in high demand in the health care industry because of an anticipates increase in facilities that will accommodate the aging population. Demand for designers is also high in the hospitality industry - hotels, resorts, and restaurants - due to an expected increase in tourism.

The median wage in 2020 for Interior Designers in California is \$64,913 annually or \$31.22 hourly.

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

The creation of a new class, ID250 Interior Design Capstone, ensures that students will graduate with a professional package, ready to go on interviews. The professional package consists of a business card, resume, website and portfolio. The class will also cover contracts, ethics, legalities, and other professional practice issues tha an interior design encounters on the job.

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

4/3/2020 An immense concern brought up among the committee members was not having a lab strong enough to sustain the software needs of the programs that are aligned with the current industry standards. The consensus and recommendation of the Advisory Committee members is that the Interior Design and Architecture programs need better computers that can support the current industry standard software for the students to be able to learn what is current and obtain the proper skill set while at Palomar College, so that once they graduate the are employable within their industry.

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

There are currently 60 job openings in SD county for interior design.



## 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 one class (one class/half of this original goal was added for Fall 2020)

##### 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.

Fall 2020 Update: One class, ID125 was added to the curriculum and is running for the first time this semester. The other class, Portfolio was not approved. I reworked the class to include more business and professional practice information, such as contracts, business formations, liabilities, etc. I resubmitted the course under the new name Capstone. Hopefully the class will be approved for Fall 2021.

##### 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 and SLO'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 and SLO's 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**

1/1/2021

**Goal 4****Brief Description**

Offer a Lab Proctor for open labs on Fridays

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

Existing

**Goal Status**

Ongoing

**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**

9/1/2021

**Goal 5****Brief Description**

Increase enrollment by 5%

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

New

**How will you complete this goal?**

Outreach to high schools

Possible dual-enrollment for our introductory class (looking into this now).

Our current certificate program is a 2 year program, but the program could be completed in 1 year. This information will be added to the website, so potential students can see the possibility of a 1 year program. (1 year Certificate should lead to more completions which is part of Palomar's strategic plan).

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

Higher enrollment numbers

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

Increased enrollment is part of Palomar's strategic plan to grow the college.

**Expected Goal Completion Date**

9/1/2021

**Goal 6****Brief Description**

Create the opportunity for the Certificate Program to be completed in 1 year.

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

New

**How will you complete this goal?**

By removing a few prerequisites (submitted in META and currently going through the approval process). I created a schedule of which classes will run every spring and every fall (using our usual class allotment of 6 classes in the fall and 7 in the spring). Students will be able to finish the certificate in 1 year.

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

Increased enrollment of students who want to complete the certificate program in 1 year.

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

This goal aligns with Palomar's Strategic Plan Goal 1, by increasing completions.

**Expected Goal Completion Date**

9/1/2021

## 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?**

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

#### Facility Request 1

What are you requesting?

move to a bigger space

What discipline PRP plan goal/objective does this request align with?

grow the program and increase enrollment partially through hosting outreach events (when current pandemic has passed)

What Strategic Plan 2022 Goal/Objective does this request align with?

1:1

**Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.**

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 department). 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 classroom 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.

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

Existing Budget

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

Moving all of our furniture, computers, and equipment to the new space. Information Services would need to set everything up.

## 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.**

jnewman1@palomar.edu



## Review

### Chair Review

#### Chair Comments

The PRP for Interior Design is complete and well done.  
Review and Recommendations:

Under completions it shows AA – 5. Should this be an A.S.?

Goals: very impressive. Something to consider when writing your goals, be specific and include a way to measure the goal outcome. For example; increase enrollment, could be written as: increase enrollment by 5%. This way you have a way to measure your success. If not adding one person could be an increase.

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:

This program has improved significantly over the last few years. Enrollment is up. Jessica is doing a great job. I did change the response on the CTE top code to yes as it was marked "no" and this is a CTE program. The Labor market section needs to be completed as there are some empty boxes that need information. The facility request states they will use their program budget and it should be a one-time request for a new space.

#### Areas of Concern, if any:

#### Recommendations for improvement:

#### Dean Name

Margie Fritch

#### Dean Sign Date

11/3/2020

### 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:

new faculty with fresh ideas, e.g., developing portfolios as part of curriculum and talking about completion paperwork in class; presence of WBL; NKBA affiliation -- nice work! excited to see what the next year brings for your discipline and your students!

**Areas of Concern, if any:**

1. not clear to me if there is a plan for developing PLOs and SLOs designed to get discipline to reach its goals; has there been any guidance from Wendy Nelson?
2. discussion around course success rate is vague
3. industry strength hardware and software
4. need measurable outcomes for goals clearly defined (see chair note)

**Recommendations for improvement:**

1. Possibly meet with Wendy Nelson or SLO Coordinators to discuss PLO and SLO and goals to see how it all fits together
2. Discuss course success rates with department chair and other dept faculty
3. be sure to work with Coop Ed re: internships, etc. so that the college is aware of your contacts and so that you have the support you need in pursuing these.
4. I believe that ARCH included something in more detail re: space for ARCH and ID; discuss further with ARCH discipline faculty
5. possible to continue to provide students with remote online access to software in lieu of additional Friday proctor?
6. revise goal outcomes

**Vice President Name**

Shayla Sivert

**Vice President Sign Date**

1/1/2021