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## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

### BASIC PROGRAM INFORMATION

**Academic Year**

2021-2022

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

Annual

**Division Name**

Career, Technical and Extended Education

**Department Name**

Design and Manufacturing Technologies

**Department Chair Name**

Rita CampoGriggs

**Discipline Name**

Architecture (ARCH)

**Department Chair email**

rcampogriggs@palomar.edu

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

Joseph Lucido, Full Time Faculty in Architecture

**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

**BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES**

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

**1) Permanent Faculty and Staff Count****2) FTEF LINK****How many permanent or full-time faculty support your discipline (program)?**

1

**For this past fall semester, what was your Full-time FTEF assigned to teach classes?**

1.00

**For this past fall semester, what was your Part-time FTEF assigned to teach classes?**

1.20

**List the classified and other permanent staff positions that support this discipline.**

Shared Department ADA

**List additional hourly staff that support this discipline and/or department**

None

**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including their program 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 bachelor 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 the industry, we have streamlined 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 statements. 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.

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.

**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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

**Copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Arts Degree 1

Associate in Science Degree 5 10 2 4 9 5

AA/AS Total 6 10 2 4 9 5

Certificate

Certificate of Achievement 14 13 3 5 10 6

Certificate Total 14 13 3 5 10 6

Grand Total 20 23 5 9 19 11

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

Decreased

**What factors have influenced your completion trends?**

Pre covid we whereon a steady growth upward. Post and During Covid, we saw a slight decrease.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

**Program Information Summary**

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

**What factors have contributed to the success of your program(s)? Describe how they have contributed.**

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

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

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

**COURSE INFORMATION**

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

**COURSE SUCCESS AND RETENTION**

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

### Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/> )

**What is your program's standard for Discipline COURSE Success Rate?**

88.4%

**Why did you choose this standard?**

70% This is in line with the college's standards.

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

85.0%

**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.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

**Summarize the major findings of your course level student learning outcomes assessments.**

Our SLO's have been evaluated and are in line with our Program SLO's. We have addressed classes that have not been in line with our program outcomes. Lastly, we are re-evaluating classes that have not been recently offered. Confirming that they are still needed in the program.

**Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.**

No

**If you answered no, please explain.**

We have two classes that are being re-evaluated. our goal is to introduce them in the next two years.

**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? 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

**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 (BArch, BA/BS, MArch, MA/MS, PhD).

A program that prepares individuals for the 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)?**

Program Endorsement Brief: 0201.00/Architecture and Architectural Technology

Micro-Structure Design Technology :

Supply Gap Criteria – Over the next five years, there is projected to be 641 jobs available annually in the region due to new job growth and replacements, which is less than the 722 conferred annually by educational institutions in the region.

o The labor market information suggests that the supply has been met for this occupation within the LA/OC region since the average number of annual awards (supply) is within the COE's 25% margin of annual job openings (demand).

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

Internships, Portfolio's, and Networking sessions.

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

April, 2021

Space limitations need to be addressed.

Software needed to be updated.

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

Architectural and Engineering Managers

296

Annual job openings

Openings are regional vacancies due to growth and turnover in this career.

Arch. Drafters

154

Annual job openings

Openings are regional vacancies due to growth and turnover in this career.

## 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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

## 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

#### How will you complete this goal?

Working with facilities and administrators. Moving the department to Rancho Bernardo.

#### 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

1/19/2022

## 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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

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?**

Yes

### Technology Request

#### Technology Request 1

**What are you requesting?**

New Computers

**Provide a detailed description of the item 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.**

Per our advisory committee, PRP goals, and Industry needs the software the students are using must stay up to date.

Estimated Amount of Request.

\$65,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?

No

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

Program: Architectural Drafting- Software Skills & Program: Architectural - Design Problems

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

2:1

4:1

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

1

Do you think that your request for technology will require changes to a facility?

Yes

#### **Note about technology requests:**

*All technology requests will now go through a review process before prioritization.*

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

## **Part 4: Facilities Requests**

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

No

## **PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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