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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?**  
Comprehensive

**Division Name**  
Career, Technical and Extended Education

**Department Name**  
Design and Manufacturing Technologies

**Department Chair Name**  
Rita Campo-Griggs and Anita Talone

**Discipline Name**  
Interior Design (ID)

**Department Chair email**  
rcampogriggs@palomar.edu

**Please list the names and positions of everyone who helped to complete this document.**  
Jessica Newman, Assistant Professor Interior Design

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

#### Discipline Mission statement

The Interior Design Program strives to assist students with transforming their passion into a career. With two programs of study; AS degree or Certificate of Achievement, the program begins with the foundational elements and principles of design, and continues into residential and commercial design processes. This program focuses on skill development; such as hand drafting and quick sketching, and technology; such as AutoCAD, Revit, Sketch-up and Adobe programs. Additionally, this program is affiliated with the National Kitchen and Bath Association. Students will graduate with a portfolio, ready to enter the workforce or transfer to a four-year program.

**Describe how your mission statement aligns with and contributes to the College's Vision and Mission.**

Palomar College respects each of our students' experiences and supports them to achieve academic success. The ID department offers two certificates to meet the different needs of our students. The AS is typically for first-time students, while the CA appeals to students who already have a degree, and are looking to make a career change.

As a community college, we encourage our students to embrace the best version of themselves and prepare them to engage with our local and global communities. The ID department encourages students to engage with industry through internships and professional organizations. 2 years ago we were granted NKBA-affiliated program status (National Kitchen and Bath Association). Palomar college appears on the NKBA website, and all of our students get free memberships that allow them access to job boards, knowledge center, and local member meetings.

Another of Palomar's values to make education accessible for all. We were recently ranked #4 Best Interior Design Program in California by bestvalueschools.org

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

**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 Associates Degree

CA 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

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

.87

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

Michelle Tucker, ADA

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

NA

**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**

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

Our Program Outcomes were revised in 2020, which is also when we revamped the curriculum. The outcomes communicate the scope and depth of the degree and certificate very well:

- 1) Portfolio: Create a workforce ready portfolio using industry standard software,.
- 2) Programming: Analyze programming requirements as they relate to the client and site.
- 3) Design: Create design concepts and solutions using hand drawing and industry standard software.
- 4) Materials: Analyze properties of materials and select appropriate finishes, furniture, and equipment.

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

We plan to start a new exciting event; a portfolio show, where students will show their portfolios to potential employers. The portfolio show will be the final of the ID250 ID Capstone class, where students create a professional package consisting of a resume, business cards, website, and printed portfolio (to take on interviews). The portfolio encompasses school projects from previous classes, and is a showcase of the students' skills and knowledge. This is the perfect opportunity for instructors to assess program learning outcomes, as all of the students' work will be in one package.

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

The ID250 class was recently approved, and will be running for the first time in Spring 2022, along with our first Portfolio Show.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

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

**How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.**

Communication A - Written communication: the development and expression of ideas in writing: Students write concept statements in their design classes, explaining the design problem, and their solutions.  
Critical A - Critical thinking: Apply, analyze, synthesize, and/or evaluate information as a guide to belief and action.  
Practice open-mindedness and the recognize one's own biases and assumptions: Space planning and designing require students to analyze the client program and create design solutions  
Computation A Quantitative literacy: reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations: Space planning requires students to fit different size spaces into a building shell. Requires knowledge of geometry.

GE Integrative Learning - GE Outcome - applies to certificate and degree programs. Synthesis and advanced accomplishment across general and specialized studies. May be demonstrated through learning communities, service learning, work-based learning, engagement through the arts, capstone projects, etc: Interior Design Capstone class requires students to create a portfolio demonstrating their skills and knowledge in a comprehensive package.

**Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.**

Students will be creating portfolios as part of the new ID250 ID Capstone class, which will run for the first time in Spring 2022. The portfolio review will allow faculty to assess student 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 do they align with employer and transfer expectations?**

We believe these 4 outcomes are the exact skills that employers are looking for, based on discussions with our Program Advisory Committee.

## **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.**

2016/2017 AS 2 CA 5 Total 7  
2017/2018 AS 8 CA 1 Total 9  
2018/2019 AS 12 CA 10 Total 22  
2019/2020 AS 5 CA 7 Total 12  
2020/2021 AS 16 CA 19 Total 35

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

Increased

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

I was hired as a full-time faculty for the Interior Design department on 1/2019. Before that there was no full-time faculty for the department, and completions were around 7 per year. On my first year completions jumped to 22. I made sure all students knew about the graduation paperwork, and went out of my way to make a personal connection with each student (regardless of whether or not they were in my classes). Beginning in 2020 we revamped the curriculum and now have it on a system where each some classes run every semester, some run every fall, and some every spring. This information is posted on the Palomar ID website, and students no longer have to guess when a class will run, or wait years for a class they need to complete their degree. I have made the system easy for them to navigate and finish in as quickly as 1 year (although most students take 2 years).

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

No

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

Yes

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

See above information. The last year of 7 completions was 2016. Completions are currently at 35 (a 400% increase since I came on board).

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.

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

7

**Why did you choose this standard?**

7 is the lowest it's been from the past 5 years.

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.

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

25

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

17 is the average number of completions of the past 5 years. 25 is a bit more than our average, but still seems attainable.

## ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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

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

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

**Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)**

Increased

**Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)**

Increased

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

Yes. Enrollment and fill rate have increased every year. I expect these upward trends to continue.

## 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.**

In the Interior Design department, program completions have increased a staggering 400% in the past 5 years. Beginning in 2020 we revamped the curriculum and now have it on a system where students can finish in as quickly as 1 year.

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

Lack of space limits our ability to grow the program and offer more classes, something we hope to change with a move to the Rancho Bernardo Campus.

There is no way I am aware of to email all students in the ID program. I can only email students in my classes. There are often community events, or guest speakers I'd like to share with all students. I believe this helps keep students connected to the program and enhances a sense of community.

There is also no way I am aware of to contact students who have graduated. I often have job opportunities that I'd love to share with students, but I have no way to contact them. I will begin keeping a database of current and former students' contact info, but I feel this is something that all departments could benefit from, if there was a way for Palomar to make emails available to instructors.

Another issue is the difficulty of buying equipment and supplies. I don't know why this routine business is such a difficult process at Palomar.

## 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?

75.0%

### Why did you choose this standard?

75% success rates means that at least 3/4 of students are successful.

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

Increased

### Was this expected? Please explain.

Yes. Having a dedicated full-time faculty member (hired 1/2019) has made a huge difference in getting students the help they need. I am always available to students, whether or not they are in my classes, they know they can contact me with any issues, and I will do whatever I can to help them. This has lead to an increase in every metric, including course success rates, retention, and program completions.

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

85.0%

### How did you decide upon the goal?

The last year data is available for is 2020, with a course success rate of 82%. I believe there is room for improvement on this number, as we emerge from the pandemic.

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

Stayed the same

**Was this expected? Please explain.**

Every year for the past 5 years, course retention has been above 90% (except for 2018 when it was 89%).

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

Age

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

The older a student is, the more likely they are to be successful in our classes. I think this is an issue with maturity, time management, and self-determination. I don't think we have a need for help closing the gap, as we have high success rate overall.

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

Yes

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

Prior to COVID, on-campus classes had higher success rates and retention. During the summer of 2020, all of the ID faculty except for one adjunct, worked one-on-one with the Instructional Designer hired by Palomar to design robust online Canvas courses. This has made a huge difference in the design of our courses! Working with the Instructional Designer was integral to the success of our courses.

**COURSE STUDENT LEARNING OUTCOMES (SLOs)****Summarize the major findings of your course level student learning outcomes assessments.**

Students are meeting SLOs

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

NA

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

Our curriculum was revamped recently. Some classes were deactivated, while others were added. These decisions were made with the input of all faculty, and based on meetings with our Program Advisory Committee. Our courses and the course SLOs reflect industry standards. Beginning Spring 2022, students will complete a portfolio and website of their work. This will make it easy for us to assess both course and program SLOs.

**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.**

Yes

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

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

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

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



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

ID classes are offered on Mondays and Wednesdays to make traveling to campus (and working around work and family commitments) easier for students. Courses are offered either every semester, or every fall or every spring. The list of when each class runs is listed on our website so that students can plan their path. We also offer some classes online. ID100 Introduction to Interior Design online fills up every semester.

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

One of the classes that is required for our program is Arch 105 Architectural Drafting, which is an Architecture class. This class is offered at a time that will not conflict with other beginning courses for students. We hope to always run two of these classes in the future, as it always fills up quickly and is a prereq for other courses. Additionally we have a co-listed class ID150/Arch105 Beginning Autocad. Arch150 runs every fall, and ID150 runs every spring, so there is always a Beginning Autocad class available to students.

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

Yes

**How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling and SLO assessment?**

The Architecture and ID departments work very closely, and the instructors for each class share class information as well.

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

No

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

No

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

Through discussions with faculty and the Program Advisory Committee,

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

No

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

Some of the members of our Program Advisory Committee teach at the Design Institute, a 4 year school where many of our students transfer.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

**Is the content in the program mapper accurate?**

No

**What needs to be corrected in the mapper?**

They need to add ID250 Interior Design Capstone to 4th Term

**Is the content in the catalog accurate?**

Yes

**Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?**

Yes

**If yes, describe your efforts. If no, what type of training or help do you need to do this work?**

We have talked about how representation matters to our students, and using examples of BIPOC and women designers as examples (our field is very white male dominated, so finding other examples is important). We also promoted Palomar's Black History Month events to our students, specifically the seminar about Civil War Monuments and what should be done with them, as this is an issue that is related to our field.

## 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?**

27-1025.00 Interior Designers

25-1031.00 Architecture Teachers, Postsecondary (Bright Outlook)

27-1021.00 Commercial and Industrial Designers

17-3011.00 Architectural and Civil Drafters

27-1026.00 Merchandise Displayers and Window Trimmers

**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 or repair of houses, buildings, or other structures such as highways and roads.

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.

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

Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Fine Arts — Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

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, data, property, and institutions.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

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

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

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

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.

**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.

Instructing — Teaching others how to do something.

Mathematics — Using mathematics to solve problems.

Technological Skills: (Included Hot Technology where indicated on the website. Hot Technology is a technology requirement frequently included in employer job postings.)

Computer aided design CAD software (Hot technology) — Autodesk AutoCAD (Hot technology) ; Autodesk Revit Hot

technology ; Computer aided design and drafting software CADD; Trimble SketchUp Pro (Hot technology)  
 Desktop publishing software — Adobe Systems Adobe InDesign (Hot technology)  
 Document management software — Adobe Systems Adobe Acrobat (Hot technology)  
 Electronic mail software — Email software; IBM Notes (Hot technology)  
 Graphics or photo imaging software — Adobe Systems Adobe Creative Cloud (Hot technology) ; Adobe Systems Adobe Illustrator Hot technology ; Adobe Systems Adobe Photoshop (Hot technology)  
 Internet browser software — Web browser software  
 Office suite software — Microsoft Office (Hot technology)  
 Presentation software — Microsoft PowerPoint (Hot technology)  
 Project management software — Microsoft Project (Hot technology)  
 Spreadsheet software — Microsoft Excel (Hot technology)  
 Video creation and editing software — Autodesk 3ds Max; MAXON CINEMA 4D  
 Word processing software — Microsoft Word (Hot technology)

#### 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?

Regarding the technology jobs, we have classes specifically dedicated to the Autocad, Revit, Sketch up, 2020, and Adobe software.

In the Interior Design program we use the Interior Design Process to solve complex design problems. The design process encompasses many of the KSAs listed in the previous entry:

- 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?

Through the Program Advisory Committee and through industry events that I attend (for example I am presenting at the San Diego Architectural Foundation's Pecha Kutcha event in November). 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).

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

According to the EDD website:

Designers are in high demand in the health care industry because of an anticipated 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.

Continuous use of design services in residences and commercial establishments has increased the demand for qualified Interior Designers. Many consider the employment of an Interior Designer a luxury expense, so job opportunities are more frequent in prosperous times. When the economy slows down, chances of employment decrease markedly.

In addition, numerous job openings will result from the need to replace workers who leave this occupation each year. Opportunities should be best for applicants with extensive knowledge of the latest technology, such as home theaters, state-of-the-art conference facilities, security systems, ergonomics, and green design.

### Projections of Employment

In California, the number of Interior Designers is expected to grow slower than average growth rate for all occupations. Jobs for Interior Designers are expected to increase by 2.4 percent, or 300 jobs between 2018 and 2028.

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

The addition of the ID250 ID Capstone class for Spring 2022 where students will create a professional package consisting of a printed portfolio, resume, business cards, and a website. The class will run every spring and will culminate in a Portfolio Exhibition, where industry professionals will be invited to meet the students. Each student will have a table with their professional package, and the professionals will circulate and meet with the students. This is also a perfect method for us to assess our student outcomes.

A 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. Under the former program there was no class specifically addressing this important element. Students were expected to create a portfolio on their own time, with no input from instructors.

Additionally, we have a new partnership with 2020 (A design software taught in our ID145 Kitchen and Bath Design class). We will be matching our students who have successfully completed the class with job openings that come from 2020s national office.

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

Our last meeting was 4/30/2021. Everyone was enthusiastic about the new ID250 class, and that our program was ranked #4 for Best Interior Design Program in California by bestvalueschools.com. Most of the discussion revolved around our need for more space and stronger computers that can run our software.

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

(from COE website):

Comparing labor demand (annual openings) with labor supply<sup>7</sup> suggests that labor market demand is being met for this occupation in San Diego County, with 98 annual openings and 101 awards.

Comparatively, there are 1,220 annual openings in California and 806 awards, suggesting that there is a supply gap across the state<sup>8</sup>

## 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

Revise Curriculum/Add two classes

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

Existing

#### Goal Status

Completed

#### How will you complete this goal?

Completed! ID125 Presentation Methods added Fall 2019 and ID250 Interior Design Capstone (referred to below as the portfolio class) added Fall 2020. 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 Methods 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.

#### 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 program. The addition of the visual communication class (ID125) will create content for the portfolio, as well as, skills for subsequent classes. The portfolio class (ID25) 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.

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

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.

#### Expected Goal Completion Date

8/23/2021

### 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?

Completed! As of 7/2019 we are now NKBA affiliated. Palomar College appears on the MKBA 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**

Completed

**How will you complete this goal?**

I'm not sure if this is ever really completed, as it's an ongoing process, however this year we made huge progress. SLOs were reviewed and updated in Nuventive.

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

Clarification of outcomes and threading of classes.

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

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

**Expected Goal Completion Date**

10/1/2021

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

Offer a Lab Proctor for open labs on Fridays once we are fully back on campus.

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

Existing

**Goal Status**

Ongoing



**How will you complete this goal?**

Work with administration to clarify who we can use as a Friday proctor (PT faculty? Student worker? Perhaps FT faculty will hold their office hours in the lab?). Our move to the RB campus, allows for 3 different spaces where we could hold an open lab for ID and Arch students.

**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**

9/1/2022

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

Create a Palomar Student Chapter of the ASID (American Society of Interior Designers)

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

New

**How will you complete this goal?**

Consult with student services/administration

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

Networking opportunities for students, as well as something for them to put on their resumes. ASID is the most prominent professional organization for interior designers. Having a chapter at school will lend credibility to the program.

**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 an ASID chapter will add another layer of credibility to their resumes.

**Expected Goal Completion Date**

9/1/2022

**RESOURCES**

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

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

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

**PART 1: STAFFING NEEDS**

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

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

No

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

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

No

## **PART 2: BUDGET REVIEW**

Review your Budget/Expenditure reports for 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 student 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.**

We need 24 new computer towers for our classroom that is shared with Architecture. Currently, we have software that we can't use because the computers are too old to run it. The existing monitors and keyboards do not need to be replaced.

This request for new computers was made for the impending move to the Rancho Bernardo campus, however, I don't know if we will get the new computers this year.

**Estimated Amount of Request.**

\$50,000.00

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

\$0.00

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

Not sure

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

Transfer and workforce readiness

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

1:1

1:4

**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?**

No

#### **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?**

Yes

### **Facilities Requests**

#### **Facility Request 1**

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

One Time Request

**What are you requesting?**

More space. ID program was approved to move to Rancho Bernardo campus for Spring 2022. This resolves our immediate needs, but may still need a permanent solution.

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

Growing program; increasing enrollment and completions.

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

1:1

3:4

**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 ID program needs at least one classroom with drafting tables and space to work on projects like model-making and presentation boards. Additionally we need computers capable of running the following software; Autocad, Revit, Sketch up, 2020, Adobe Photoshop, Adobe InDesign, Lumion, and Enscape. Currently we are slated to move to Rancho Bernardo campus for Spring 2020, which would give us more space to grow the program.

**Is there an associated cost with this request?**

Yes

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

Electrical for equipment such as computers and printers.

**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.**

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