2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Career, Technical and Extended Education

Department Name

Design and Manufacturing Technologies

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Architecture (ARCH)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Rita CampoGriggs

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 ○ No

Are any of your programs TOP coded as vocational (CTE/CE)?
⦿ Yes ○ No

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

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

For this past fall semester, what was your Full-   **For this past fall semester, what was your Part-**

time FTEF assigned to teach classes?

1.0

*Link: **FTEF Data***

time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

1.47

*Link: **FTEF Data***

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Shared Department ADA

Link: Permanent Faculty and Staff Count

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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. 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? Please explain.

Our department's program learning outcomes do capture the scope and depth of our degree. Architecture really is comprised of two unique areas of study. the first being an academic understanding of past architectural movements and how they are relevant in today's design philosophy. the second being a pragmatic approach to construction methodology and understanding how building components go together. each one of these is expressed in our program learning outcomes. Our current class offerings touch on one of these topics, at different intervals, during the semester.

How do they align with employer and transfer expectations?

These program learning outcomes are successfully implemented for both university transfers and students seeking active employment. our university partners are accepting our students at a second, or 3rd-year level, here in San Diego. This level of achievement is due to our academic rigor. We believe our classes are in line with what is expected at the university level. As for our industry partners. We are becoming a "go-to" college for young designers and architectural drafters. Our focus on the latest technology and the implementation of building information modeling, BIM, is making our students valuable in the workforce.

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

We can assess our learning outcomes in two means. The first is the types of assignments issued throughout the semester. We are looking for academic rigor and comprehensive analysis of what the students have learned. We are conferring with our university partners to ensure that our assignments meet their expectations. The second means of analysis is by providing the students with a juried critique. this allows industry partners to come in and review our student's designs. This process of presenting students' work allows for real-time feedback on how our students are understanding the material.

Summarize the major findings of your program outcomes assessments.

At this point, our program is running in direct alignment with our program learning objectives. We are meeting the expectations of our university partners. I believe we are exceeding the expectations of our industry partners.

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: **Program Completions***

Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)								
	2016-17	2017-18		2018-19		2019-20	2020-21	2021-22
AA/AS Total	10	2	4	9	5	10		
Certificate Total	13	3	5	10	6	14		
Grand Total	23	5	9	19	11	24		

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
⊙ Increased ○ Stayed the same ○ Decreased
Choose one

What factors have influenced your completion trends?

Our data shows a steady increase of program completions. Our team is direct marketing too local high schools, and this is having a positive effect. This minimal increase in marketing, coupled with our guided pathways, has helped the students navigate the process with clarity.

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.

In summary, our program is heading in the right direction. We can see the strong enrollment as a sign that the students are interested in the Palomar College architecture department.

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

Our largest challenge is marketing. Unfortunately, we are expected to both Facilitate the education and market our programs concurrently. Our team is trying to reach out to local high schools to build a pipeline for young designers. Marketing our programs is really a full-time job.

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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?

77.3%

The College's institutional standard for course success rate is 70%.To access college success rates. Click on the link below.

Link: Course Success Rate Information

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

We are exceeding the goal of the Institution. Our standard is to meet or exceed the college target success/retention rates.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

We would like to maintain this growth rate. We are limited to how many classes can run in a single semester. Thus, our growth will plateau. I believe we are witnessing this maximum growth potential.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Our student learning outcomes,SLOs, are directly aligned with our university partners and industry collaborators. They are focused on two areas. One is an academic study of architecture the second is the practice of design.

Course level SLOs can be accessed through Nuventive Improve

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.
⊙ Yes ○ No

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

CAREER AND LABOR MARKET DATA

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

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

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI

- LaunchBoard

- LaunchBoard Resource Library

- Chancellor's Office Data Mart

- Career Coach-San Diego Workforce Partnership

- EDD Labor Market Info

- Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) 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

We feel that there is a demand for our students. Per O*Net Online Summary Report, 2022 The following occupations are considered, "Hot Technology" or "Bright Outlook" and are frequently included in employer
job postings.
Architectural Drafters
Computer-aided design CAD software
Revit

Hot technology Hot Technologies are requirements frequently included in employer job postings.

Link: https://www.onetonline.org/

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

Architecture

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

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

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

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

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

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

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

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

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

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Construction Occupations
Labor Market Analysis: Imperial County
May 2021
EVIDENCE OF A SUPPLY
GAP? Yes
SUPPORT FOR PROGRAM MODIFICATION? Yes

Between 2020 and 2025, Construction Occupations are projected to increase by 111 net jobs or eight percent (Exhibit 1a). Employers in Imperial County will need to hire 151 workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement, for example.

Drafting and Design Occupations
Labor Market Analysis:
EVIDENCE OF A SUPPLY
GAP? Yes
SUPPORT FOR PROGRAM MODIFICATION? Yes

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

Arch 295 Architectural internship is now being provided.

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

4/30/2021 Everyone was excited about our new space in the RB campus! We talked about the new upgraded computers (installed over the summer) that will allow us to run software the old computers were incapable of running.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

What is the regional three-year projected occupational growth for your program(s)?
Per EDD Employment Development Department, What is the Job Outlook?
The number of Architect jobs is expected to increase over the next several years. Those with a sustainability background and green certifications or credentials (e.g., LEED) may find more job opportunities; however, like many occupations, employment may be sensitive to the fluctuations of the economy.

Per O*Net Online Summary Report, 2022 The following occupations are considered, "Hot Technology" or "Bright Outlook" and are frequently included in employer job postings.
Architectural Drafters
Computer aided design CAD software
Computer aided design Revit software
Construction Managers
Construction Building Inspectors
Construction Related Workers

Include short- term # of projected job openings and long -term # of projected job openings

Work Based Learning

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

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
⊙ Yes ○ No

What have you done to integrate work-based learning?

Arch 295 Architectural internship is now being provided.

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

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

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

Goal Status
○ Completed   ● Ongoing   ○ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We now have a tutor that is available in the TLC for Autocad and Revit classes. It turns out that Friday is not a good day, as the TLC is closed on Fridays. The tutor, and the days/times they are available changes every semester. This has been enormously helpful for our students!

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

VfS Goal 2: Transfer VFS-2A. Palomar College will increase among all students the number who earn an assiciates. Our 2+3 Transfer agreements with local universities will support this goal.

Click here to access the Strategic Plan 2022.

Describe any changes to your goals or three-year plan as a result of this annual update.

None at this time

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to

the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requestiong additional full-time faculty?
○ Yes ⊙ No

Are you requesting AA, CAST for Classified Staff?
○ Yes ⊙ 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?
○ Yes ⊙ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review

committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
○ Yes ⊙ No

PART 4: FACILITIES REQUESTS

Do you have resource needs that require physical space or modification to physical space?
○ Yes ⊙ No
Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see <u>IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.</u> 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?
⊙ Yes ○ No

Requests

Item 1

What are you requesting?

Marketing and Marketing materials.

Provide a detailed description of the the request. Inlude in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

This will support our growth and target fill rates.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

None

c. What are the expected outcomes or impacts or implementation?

Building a direct "pipeline" from local high schools to our college.

d. Timeline of implementation

ASAP

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

Annual marketing budget, 5,000. This could be a joint expense with Interior Design.

Do you already have a budget for this request?

No

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

PRP Goals for completions and growth

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

☐ 1:1	☐ 1:2	☐ 1:3	☐ 1:4
☐ 1:5	☑ 2:1	☑ 2:2	☑ 2:3
☑ 2:4	☐ 3:1	☐ 3:2	☐ 3:3
☐ 3:4	☐ 3:5	☐ 4:1	☐ 4:2
☐ 4:3	☐ 5:1	☐ 5:2	

Refer to the Palomar College STRATEGIC PLAN 2022

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

0

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

0

Will you accept partial funding?
⊙ Yes ○ No

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

☑ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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

jlucido@palomar.edu