



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?

Comprehensive

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

Drafting Technology (DT)

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

Department Chair Name

Co- Chairs: Rita Campo Griggs & Anita R. Talone

Department Chair email

atalone@palomar.edu

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

Arthur Gerwig - FT Faculty
Anita R. Talone - FT Faculty

Website address for your discipline

<https://www.palomar.edu/drafting/>

Discipline Mission statement

In direct alignment with Palomar College's mission statement, the Drafting Technology Department is committed and focused on being the leading provider of education to influence positive change and excellence in the technical, mechanical, electrical, and industrial machining disciplines. We celebrate diversity in cultures, beliefs, abilities, and needs. We foster a culture of integrity, professional practices, ethical behavior, environmental responsibility, and global sustainability. Our instructors will educate, nurture, and inspire our creative-minded drafting and design students immersing them in a culture of professional practices designed to evoke passion and inspiration in the pursuit of their professional goals. Our curriculum is inclusive of individuals pursuing educational enrichment, career and technical training and re-training, certificates of achievement, associate degrees, and transfer-readiness to public schools, private schools, and universities. We equip students with the skills and confidence necessary to become engaging leaders of change in society while living respectfully and responsibly in a global society.

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

The Drafting Technology Department celebrates the diversity of our students and encourages them to be the best versions of themselves by allowing students to choose projects and assignments that honor their cultures and exposes their differences in a positive way

Link: [Vision, Mission, and Values](#)

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

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.

Mechanical Engineering Drafting and Design Technology, Associates Degree and Certificate of Achievement
Drafting and Design CADD/CAM Technology, Associates Degree and Certificate of Achievement
Electrical Engineering Drafting and Design, Associates Degree and Certificate of Achievement
AutoCAD Drafting and Design, Certificate of Achievement
SolidWorks Drafting and Design, Certificate of Achievement
Creo Drafting and Design, Certificate of Achievement

AA, AS, ADT, Certificates, etc.

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 links shown in red.

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

2 FT Professors - Arthur Gerwig Anita R. Talone 1- ADA - Teresa Alvarado

Enter a number.

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

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

FALL 2021 FT - FTEF 2.0

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

SPRING 2022 FTEF- 2.20

Link: [FTEF Data](#)

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

1 ADA - 12 months -50% shared with 2 Departments: Trade & Instustry and Design & Manufacturing

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.

We are extremely confident that our course learning outcomes align directly with industry. Our programs are always a work in progress, because our industry and software are always evolving and changing. Each of our Drafting Technology Program's Learning Outcomes have been updated and evaluated, or newly created for the school year 2022-2022. We are very confident that our program's learning outcomes communicate the scope and depth of our certificates. We always include our Adjunct Instructor's input, as well as our Advisory Committee Member's input for programs since they work out in industry every day. We collaboratively work toward the goal of having amazing, relevant programs for our students. Full-time instructors are in the classroom and not in the field, so our Adjunct Instructors and Advisors Committee members are invaluable at keeping our programs cutting edge. They are our best source of the knowledge, skills and abilities needed by our students. Also, FT Faculty Anita Talone is the SLO Coordinator for our Department, so we are confident we are up to date.

How do they align with employer and transfer expectations?

For the past three years FT Faculty Art Gerwig and Anita Talone have examined our AS Degrees and Certificate Programs in the Drafting Technology department. We reached out to our PT-Faculty, our Drafting Advisory Committee members and to students for their input. We asked, what are we doing right? What are we doing wrong? What is happening in industry that we need to immediately implement in our program? We asked our students what they thought of our program, and how could we improve. How could we better serve them? After gathering a lot of information, and meeting with Mark Beal and Audrea Tavakkoly the SLO Committee Chairs, we made even more robust and relevant changes to our program SLOs. We upgraded, energized and brought our certificates and AS degrees to a higher standard leading to current and relevant SLOs. We are absolutely confident that our current SLO are exactly what employers are looking for. Most of our students do not transfer, but our engineering students do. We are 100% confident that they are exactly aligned with what is being taught at the University level. This is demonstrated by the work we do with Ben Mudgett, the Articulation Officer.

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

The best way we can assess our Program SLOs is by talking with our PT Faculty and our Advisory Committee members. They are in the field every day, as FT instructors we are not. We rely on their input for everything that has to do with the Drafting Technology Department, especially student outcomes. They have spent numerous hours with us creating and rewriting better Programs for our students. They are the experts that shape our future. Their input and knowledge are what makes our Programs sought after. When we access what courses to offer and what they encompass, we know we are doing exactly what industry wants and needs. The plan is to keep doing what we are doing by offering real-world, current and relevant Programs.

Summarize the major findings of your program outcomes assessments.

We are doing exactly what we should be doing:

- Our program outcome assessments align with industry standards
- Our program outcome assessments change as industry changes
- Our program outcome assessments are attainable by the majority of our students

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.

Our courses do not align with most of the general education GE/ILOs. we talked at length with Mack Bealo, and he said that this is the nature of what we do and therefore it was perfectly okay.

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.

The major findings, which are not a surprise, our classes do not align with many of the GE ILOs. We had discussions about this with Mark Bealo and we feel it is the nature of what we teach and not the lack of content. It is best for us to stay true to the trades and to industry than to include outcomes that have nothing to do with what they are at Palomar for. As stated early most of our students do not transfer. We are fully aware that an AS degree will have a higher starting wage, but it will also cost our students two more years of educational funding.

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 "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)							
Row Labels	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
AA/AS	15	6	16	13	8	12	
C/A		12	5	22	20	10	
Grand Total	27	11	38	33	18	21	

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 two best years from the past five years were 2017 and 2019. During Covid our numbers decreased due to the drop in enrollment. We were totally online and had fewer students in our programs. Our programs never had any online classes and it was very difficult for students to go from a 100% hands-on classroom learning environment to Canvas. We did not even have Canvas courses until the following Fall. Additionally, all of classes are run on PC's as it is in Industry. A lot of students use Mac now, not realizing they are useless for Drafting Technology. We had a work around that was totally doable for students, if they decided to satay in the classes.

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

☒ Yes ☐ No

Please list them

Machining Technology - Quality Control/Inspection Tech - Certificate of Achievement
Machining Technology - Machining Technology - Certificate and AS Degree
Machining Technology - Entry Level MasterCAM Programmer - Certificate of Achievement

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

☐ Yes ☒ No

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 the NUMBER of program completions?

18

Enter the number of completions per academic year.

Why did you choose this standard?

18 and 21 were our past two year's completions, so. COVID is now an endemic, but the damage has been done. We are running at 50% capacity from our usual numbers. Additionally we used to be cross-listed with Engineering. We are no longer at the request of administration, namely the Physics and Engineering Department Dean. We understand their reasoning, but it still had consequences for the students and our completions. We have taken a hit to our enrollment until the students get used to the idea that the class is only listed under Drafting Technology and not Engineering.

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 completions?

20

How did you decide upon your stretch goal?

It seems acceptable, but it will take several years to recover our enrollment numbers. Students are used to an online environment, but they did not do as well academically as being in the classroom. We had a wider reach being online coupled with a much larger drop out rate than face-to-face classes. We will need more marketing to local students as we return to campus.

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 opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

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

☐ Increased ☐ Stayed the same ☒ Decreased

Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

☐ Increased ☐ Stayed the same ☒ Decreased

Were these trends expected? Please explain.

Of course. The Drafting Technology program is a program that most students will do better at if there is help in the classroom. Some of the more advanced classes in which students have taken the introductory/pre-requisite class are able to do better online than students just starting. It also depends on the maturity of the student. College freshman in our classes tend to drop out more regularly than an older student who is already working and knows their success is a direct result of dedication and taking responsibility. Also our military students do great in the online classes, freshman or not. Our classes are rigorous, fast-paced and require aptitude. Not everyone had the ability to finish our Programs. This is actually good. Think about this, would get on a poorly designed airplane designed by an student earning a D or an F? There is nothing "close-enough" or "almost correct" in our Programs. Not all students are cut out for Drafting Technology.

Please use wsch/ftef and fill-rate.

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 best thing that happened to our Programs, which will lead to more completions, is the redesign of the AS/CA Programs. The Programs are relevancy and align with Industry needs. They did not prior to a few years ago, The AS/CA Programs now require fewer course, and only those that are relevant. There are no more "fluff" classes in the programs. There also are no electives. Everything we offer is a class that is needed to prepare for our Industry. All of this has been guided by those who know, Industry Advisors and Labor Market Data.

One of the biggest contributing factor to the success of our programs is that we have phenomenal instructors. We are not a huge department, but we run a good amount of classes each semester with multiple sections. We have two full-time instructors and now three adjunct instructors. They come directly from industry, which could not be more perfect for our students. . They are able to tell our students about the skills they use every day at work. They are dedicated professionals working to making our students and our programs successful. They take great pride in what they do, and never take the easy way out. They go far and beyond teaching their six hours a week. We always consult with them on curriculum, SLOs and all things industry related. They have insight as to what goes on in the classroom and in the workplace. They are a wealth of relevant information, and they are always enthusiastic about participating in making our Programs better . They are part of our team, and we could not be successful without them.

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

-Lack of a good Drafting Technology website. If the Program information is not current and relevant, it is useless to students. We have discussed this with our dean, and she is actively finding a solution for our Programs.

-Lack of marketing - If they can't find us, and don't understand what we do, students don't take our classes. We need creative people doing this, not the instructors. Web Designer's skills need to be current with our demographic. We shouldn't have to create and drop off our own content and designs.

-Lack of someone that can answer the phone and actually help the students instead of just forwarding student inquiries to someone else. Students shouldn't be transferred several different people until someone gets back to them. We need a person that has the time to work with students.

-Lack of ADAs - Work is not getting done and they don't have enough time to help students if they want to get their own work done. Just forwarding an email does not help anyone, not the Program or the student. We have 'pushed off' the student for someone else to help.

-Lack of enough counselors that actually know our Programs. Sometimes they should just pick up the phone and ask if they don't know our Programs. Very often they will map out our classes in the wrong semester, and students are just out of luck unless they happen to contact one of our instructors.

- No having the correct classes in the correct order in the mapper. We mapped out our Programs and Classes for each semester for both Certificates and Programs and they ignored weeks of our work and did something else. We inquired and emailed the changes, and we were ignored. Again, not enough personnel to handle the workload.

-Lack of enrollment - If they don't register, we can't teach them. If students get an uninformed person on the other end of the phone, they don't become a Palomar student.

- The cycle of classes not filling - If the advanced classes don't fill, students cannot complete their certificates. Sometimes they have to wait an entire year to take the one class they are missing. We do not have multiple sections of our Advanced Classes, and they often run only in the spring semester. Students are just out of luck. It is critical to fill these advanced offerings.

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?

90.0%

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 chose this standard because employers are not looking for employees that are not at a minimum at this level. Everything in this world need to be drafted before it can be built. It costs a company too much product, time and money to hire anyone that is not. We know it is possible for the majority of our students to be at this level if they apply themselves and stick with it. We spend an enormous time with our students and there is no reason, except, aptitude that they cannot achieve 90% at the least. Students figure out their aptitude in a matter of weeks.

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

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

Yes, this was expected. Every semester since we went online, everything had been getting better. The students are getting used to the new environment and the instructors are getting even better at teaching online. Students have also figured out that they will get out of the class what they put into the class. We spend an enormous amount of time with our students, so this is not the issue. The issue is with the circumstances and commitment for each individual student.

What is your stretch goal for course success rates?

90.0%

How did you decide upon the goal?

Ideally 100% would be our stretch goal, but this is not a realistic goal given our current situation with online learning and new degrees and certificates. Once we get back in the classroom and are hands-on with our students that need it, 100% would be the ultimate stretch goal. Right now, given where we are at, 90% is the goal.

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

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

Yes, this was expected. We are getting better at teaching online and students are getting better taking online class. Soon, we will have both online and in classroom offerings so everyone will be able take classes that suit them best.

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

- ☐ When or where (time of day, term, location) ☐ Gender
☐ Age ☒ Ethnicity
☐ Special Pop. (Veteran, foster youth, etc.)

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Some ethnicities are reluctant to ask for help where other ethnicities have no problem reaching out.

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

☐ Yes ☐ No ☒ N/A

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

- Send an Introductory video to students prior to the class starting
- Have an excellent Canvas course that is all inclusive of what you do in the classroom.
- Be clear and obvious.
- Repeat yourself often
- Videos are vital
- Realize students do not read!!!!
- Use bold text and/or color text for emphasis.
- Pictures and graphics are always popular.
- Put the same information in many places.
- Tell students to read the Canvas pages.
- Always include step-by-step instructions.
- Tell students to watch the step-by-step instructional videos to the very end.
- Tell students to try to do things themselves before accepting defeat.
- Inform the students this is "online" learning not "on demand" learning.
- Have deadlines and enforce them.
- Communicate constantly with students.
- Let students know you are there for their success.
- Be kind.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

As noted earlier, we have revamped almost everything in our Program, including our course SLO's. We "sunsetting" all the old course outcomes and created new, relevant outcomes to align with the new objectives, content and focus of the courses. We worked with Mark Bealo and Mark Beal and Audrea Tavakkoly the SLO Committee Chairs resulting in great improvements over what we had. We are now most current in this area.

Course level SLOs can be accessed through [Nuventive Improve](#)

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?

Nothing at this time.

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?

Nothing at this time.

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

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.

Since we have been online for more than two years, this is something that needs to be addressed. We are beginning to discuss it now to see how we can better serve our students. Right now we run all 16 week classes with two - three hour blocks per class. We have a huge lack of space, so we cannot run Fast Track classes due to the hours. We know that some courses need to stay online and others need to come back to the classroom. This Spring (2023) we will be offering a class that has not been offered the entire time we have been online. We share our space with Machining Technology and they are out of room. This puts Drafting Technology in a bind, so some classes as mentioned above will be staying online. Figuring out how to run our Program consistently and relevantly is a major goal for the very near future.

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

As stated earlier, our courses are in both the Machining Technology department and Engineering department although the removal of cross-listing from Engineering is complete. We work very closely and successfully with FT Faculty Michael Wright in the Machining Technology Department. When creating our schedules. We will need to be even more diligent for the FALL 2023 schedule since we will be holding classes back on campus.

Does your discipline offer cross-listed courses?

☒ Yes ☐ No

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?

Some of our classes are cross-listed with Machining Technology and Welding Technology. We have an excellent rapport with Mike from Machining and with the Chair of Trade and Industry. There has never been any big issues that come up with scheduling. The cross-listed DT 117 class is now an online class, so there are no scheduling issues anymore. We have had help from our former ADA Michelle Tucker and from Dean Wyche to figure out anything that arises, which is extremely rare.

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

Not at the moment since we just revamped every class and certificate.

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

Not at the moment since we just revamped every class and certificate.

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

First we talk among FT Faculty, then PT Faculty and then our Advisory Committee regarding concerns. We always check Labor Market data, enrollment, retention and completions. If the class is cross-listed or in other department's certificates and degrees, we talk to them. No decisions are made until we do the research and come to a mutual decision.

Are there areas you would like to expand?

Not at this time. Before we make changes or additions to our Programs we need to build our enrollment.

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

program.

N/A

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

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

Is the content in the program mapper accurate?

☐ Yes ☒ No

What needs to be corrected in the mapper?

Both the Drafting and Design CADD/CAM Technology and the Mechanical Engineering Drafting and Design have errors.

The third graphic Careers lists Architecture and Civil Drafting as careers that are attainable with our certificates. This is not correct. We do not do either of these in our Department. Architecture is a separate Program at Palomar, and we do not teach Civil Drafting. We do Mechanical Drafting. Also, it lists nothing about this or the CAM side which is Manufacturing side of this certificate. It lists nothing about Mechanical Drafting Careers anywhere in the mapper for our Certificates.

Is the content in the catalog accurate?

☒ Yes ☐ No

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

☐ Yes ☒ No

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

We just finished revising and re-creating and creating all our courses and certificates. We will start discussing and embedding diversity related issues and/or content in our curriculum when we do our next review.

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?

Job Titles:

CAD Designer (Computer Aided Design Designer)

CAD Operator (Computer Aided Design Operator,

Design Drafter

Designer

Drafter

Drafting Technical

Mechanical Designer

Mechanical Drafter

Product Designer

Project Designer

Electrical Designer

Electrical Drafter

Engineering Agent

Engineering Associate

Emerging Drafting Jobs:

Mechanical Drafting Designer - Automotive

Mechanical Designer - Aerospace Product and Parts Manufacturing

We are ready for these emerging fields with our updated curriculum, degrees and certificates.

Emerging Careers:

The Drafting Technology primarily serves the Mechanical Engineering field. The emerging careers that are listed will be the employers of our students. Everything needs to be designed and drafted before it can be built or used. The below information is taken in part from the article "The Latest Trends in Mechanical Engineering" by ASME.org, published February 11, 2022:

Merging the mechanical and the digital:

As part of the broadest engineering discipline, mechanical engineers are uniquely situated to benefit from the digital revolution.

While AI, robotics, and additive manufacturing will likely be the primary technologies driving all fields of engineering for the next decade, software and electrical engineers usually cannot actualize their designs alone—i.e., without support from mechanical engineers.

This boom in interdisciplinary engineering bodes well for job growth for mechanical engineers, but it will also require an industry-wide investment in continuing education for everyone from new graduates to mid-career professionals to senior specialists.

Additive manufacturing:

The flexible, on-demand production capabilities of additive manufacturing (AM), or 3D printing, made AM a key factor in overcoming supply chain issues during the first year of the pandemic.

In line with global trends, the use of sustainable materials will also continue to be important. The introduction of recyclable polymers and the increased utilization of technical ceramics manufacturing, as well as advanced metal printing technologies, will transform AM usage in the aerospace and medical sectors.

With the global market for AM projected to reach \$51 billion by 2030, mechanical engineers will benefit from improving their design for additive manufacturing (DFAM) skills at any stage in their careers, even in

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified 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

Redesign all Certificates and AS Degrees

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.

Students love the new course updates and relevancy. The degrees and certificates are more comprehensive, logical and attainable.

Goal 2

Brief Description

Educate our students about our new AS Degrees and Certificate Programs

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.

All of the changes for the new AS Degrees and Certificate Programs are approved in META. They are now being published in the catalog. It is up to the instructor to guide their students through the process. Counseling is not quite up to speed about when and what is offered. This is not entirely their fault. We had to make changes due to going online. We should be running everything by Fall 2023.

Goal 3

Brief Description

Update Computer Equipment in our Labs

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 have not been on campus since the new computers have been installed. We are anxious to see how everything looks and works.

Goal 4

Brief Description

Always be Current and Relevant

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.

This will be an ongoing commit and goal of the Drafting Department. Our Industry is always changing and evolving.

We need to make a commitment to always deliver the most current and relevant information, training and technology to our students. If we do this our students will have a great future and many opportunities to succeed because they came to Palomar College. They will be confident that they received the best possible education and experience possible. When they complete a degree or a certificate, we will be confident that they are current, relevant and marketable graduates.

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.

It has always been our goal to support the goals laid out in the College's Vision for Success (VfS) outcomes and we are doing that. The one stagey that applies to our Program directly is goal #4: Workforce VFS-4. Palomar College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 68% in 2016-17 to 72% in 2021-22. Our strategy has always been to provide current, relevant, industry standard courses, programs and instruction for our students. Most of our students are here to get a job not to transfer. Since updating and revamping all curriculum and programs, we are confident that we are teaching our students exactly what they need to be a part of the workforce and will be an asset to the company they are hired into. If the students puts in the work and completes the program we are confident they are ready for the workforce.

[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.

No changes necessary.

In the previous sections of this PRP, 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.

If you require any additional resources beyond your exiting budget, please be sure to request those

resources in the next section titled "Resources".

Establishing New Goals and Strategies for the Next Three Years

Goal 1
Brief Description
Create a two-year calendar for our newly revamped Certificates and Degrees courses.
How will you complete this goal? Include Strategies and Timeline for Implementation.

It should take a couple years to implement this plan because it is dependent on multiple things happening that are for the most part out of our control.

We will need to get our part-time adjunct and full-time faculty together to strategize. We need to know when they can comment to teaching, meaning days or nights, and which days or nights that is, and last are they qualified and comfortable with the "Body of Knowledge" and software they will be required to teach. We may need to hire one or two new PT Faculty.

Many of our classes are single section classes that are part of a pair of classes, meaning the second class runs the following semester with the first class being the prerequisite for the second. For example, DT 110 is offered in the Fall and DT 111 is offered in the Spring. DT 110 is a prerequisite for DT 111. If it does not fill in the Fall, we will not be able to run the DT 111 in the Spring. The "hitch" is that the schedule is already done for the following semester and we lose the second class for lack of the pre-req being offered. This means students have to wait a year to take this "set" of classes.

Additionally, since we serve other discipline's students such as Engineering, we need to learn their schedules and find out if it is always a "roll-over" schedule year to year, or do they change it up. This will impact our enrollment and our plan if we schedule our classes during their classes unless we offer multiple sections. We have only two courses that have multiple sections at this time. Once we build enrollment, we can again offer more sections of the same class as we did pre-COVID.

Another issue we have not been able to solve is that if we want to run a set schedule, how can we serve the nighttime student that cannot take day classes? This is why we have been rotating classes from day to night which causes staffing issues and it is always a struggle to find staffing for some of classes due to the highly specialized skills are needed for each class. All of our software is specialized. If someone knows AutoCAD you cannot assign them to teach the Creo class. It is a totally different software and platform. This is why we struggle with the schedule every semester. Not one instructor in our department is qualified to teach every class we offer. It would be an absolute disaster to have the wrong instructor teaching a class. There is no way to "fake" what you need to know, or the just "wing it." The knowledge you need to be able to teach our courses comes from specialized experience in that particular software, machinery or industry. It is like asking me, an AutoCAD instructor, to teach the DT 190 class - CNC Machining because it has a Drafting Technology designation in front of it. We have been fighting and struggling with this for years. Our instructors are not interchangeable.

The other issue is that counselors do not pay attention to how we offer our classes and they make "plans" for our students that can't possibly be fulfilled. We have written out pages of information for them, but it is still happening. They put "Spring only" classes in for Fall etc. Or classes that are only offered in Fall in a student's Spring schedule. We will need to once again meet with the head of counselors and talk to them.

Outcome(s) expected (qualitative/quantitative)

- Classes filling at 100%
- Additional Certificates and Degrees awarded - goal 10 per semester, 20 per year to start
- Students being happier that courses are being offered regularly
- Having the ability to "roll" a schedule from semester to semester
- Not having to struggle to get an instructor hired in time for the semester to start

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

In direct alignment with Palomar College's mission statement, the Drafting Department is committed and focused on being the leading provider of education to influence positive change and excellence in the technical, mechanical, electrical, and industrial drafting disciplines. It couldn't align and better than that.

Expected Goal Completion Date

9/15/2024

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 requesting 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 budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

☒ Yes ☐ No

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

-If we need to hire new adjunct, we will need to know if there is a budget for that.
-Every year software goes up in price. We will need to keep an eye on costs for software.
-Our budget is very tight, we have no extra money built in for emergencies at the moment.
-Since we are not going to move forward with the remodel of DA13, we should equip this room with desks and computers so it can be used for instruction. Architecture and Interior Design took their furniture, computers and equipment with them when they moved to the Rancho Bernardo campus. There may already be a plan for this space that I am not aware of at the time of this PRP. This is not a need for this year, but perhaps in the year after.

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 and 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 [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?

☐ Yes ☐ No

☒ **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.

atalone@palomar.edu