# 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**

Interior Design (ID)

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

**Department Chair Name**

Rita Campo-Griggs/ Anita Talone

**Department Chair email**

rcampogriggs@palomar.edu

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

Jessica Newman

**Website address for your discipline**

https://www.palomar.edu/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 (Associate of Science) Degree and a 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.

**(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.**

| |
|---|
| AS Associate of Science Degree |
| CT 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-time FTEF assigned to teach classes?**

| |
|---|
| 1 |

*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.)**

| |
|---|
| 1 |

*Link: FTEF Data*

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

| |
|---|
| Tessa Alvarado, ADA |

*Link: Permanent Faculty and Staff Count*

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

| |
|---|
| 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

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 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.

**How do they align with employer and transfer expectations?**

These outcomes align very well with the employer and transfer expectations. The two schools with a Bachelor's degree in San Diego (The Design Institute and Newschool of Architecture and Design) both accept all of our classes as transfers. The Design Institute is so impressed with our academic rigor that they waive the portfolio requirement for our students. Students who choose to go directly into the field are finding employment.

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

Our program learning outcomes are on display at our annual Portfolio Show held during the final week of Spring classes. The portfolio show is the final project 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. It 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.**

Industry colleagues that were present at the Portfolio Show were impressed with the student work. We feel the program outcomes are being met.

# 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) | | | | | | |
|---|---|---|---|---|---|---|
| Year | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 |
| AA/AS | | | | | | |
| A A Degree | | | 1 | | | |
| AS Degree | 2 | 7 | 12 | 5 | 16 | 14 |
| AA/AS Total | 2 | 8 | 12 | 5 | 16 | 14 |
| Certificate | | | | | | |
| Cert of Ach | 5 | 1 | 10 | 7 | 19 | 15 |
| Certif Total | 5 | 1 | 10 | 7 | 19 | 15 |
| Grand Total | 7 | 9 | 22 | 12 | 35 | 29 |

**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?**

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).

In Fall of 2021 we moved our program to the Rancho Bernardo campus. This allows us more classroom space. Now we can run more classes, meaning students can get the classes they need to graduate on time.

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 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.

In 2021 we moved to a wonderful new space at the RB campus. We have more (and better) classroom space, so we can offer more classes. We share our space with the architecture program, so scheduling was difficult in our previous space. Additionally,  we are now located in the same building as Poway Middle College. After a 30 minute presentation to their students, 5 PMC students signed up for ID 100 the next week. I intend to strengthen this connection, and continue to give presentations to the PMC students.

In Summer 2022 we got new computers for our main classroom. Now we are able to run software that couldn't run on the old computers. This will lead to more knowledge and skills, and more professional projects for their portfolios.

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

A huge problem we have is that the Academic Counselors consistently give the ID students incorrect educational plans! I don't know why they don't look at Palomar's ID webpage, or the pathways webpage, which clearly lays out the classes, and in which order to take them. Students are wasting time and money by taking classes they don't need!

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 have begun 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.

I need help maintaining the website from someone who is trained in WordPress. While I am able to keep the site up, his is not my area of expertise. Someone with a Web Design background is needed.

I would like help with outreach to local high schools. I am happy to go to schools and talk to students to grow the ID program, but I don't have access to local high schools, I don't know whom to contact.

# 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?**

75.0%

*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?**

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

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

80.0%

**How did you decide upon the goal?**

I believe there is room for improvement, on course success rate. I believe we will see an increase as we come out of the pandamic.

# COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

Students are meeting the SLOs

*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?**

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

*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)**

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.

Administrative — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace 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

# PROGRAM GOALS

## Progress on Prior PRP Goals

In the most recent PRP cycle, you idientied 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**

From last year's PRP: 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!

### Goal 2

**Brief Description**

From last year's PRP: Create a Palomar Student Chapter of the ASID (American Society of Interior Designers)

**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.**

Upon corresponding with ASID, our school does not meet the requirements of an ASID club (we don't offer enough classes in interior design). However, the new ASID SD Chapter President will be teaching at Palomar in the Architecture department beginning Spring 2023, and we are going to look into this issue and see if we can count the Architecture classes towards our total, so that we can have a chapter at our school.

**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.**

The Interior Design department supports the Strategic Plan 2022 by having our enrollment and completion numbers trending upwards. The one strategy that we are working on that helps the college meet these outcomes is: Objective 4: Strengthen and grow the College's community connections and partnerships. The annual Portfolio Show is an event open to the community to learn more about Palomar College's Interior Design and Architecture Programs. I reach out to industry and educational partners to invite them to the show. The response has been very good..

*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.**

The first 3 goals from last year's PRP were all completed the previous year, so I did not include them. Those goals were:
1) Revise Curriculum/Add two classes
2) Get the ID program accredited by the National Kitchen and Bath Association
3) Better align our Course Learning Outcomes with each class.

# 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

**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.**

I would like to create a budget for the annual portfolio show. As this event grows in size, we need some funding to support it. This event serves quite a few needs for us:
1) Helps graduating students get jobs by connecting them to industry professionals who attend
2) Showcases our student work and space to potential students who are interested in the program
3) Creates connections between industry professionals and our program
4) Showcases our classes to industry professionals who may want to take a class to brush up on skills
5) Strengthens our connection to the 4-year programs (I invite reps from the nearby schools)
Expenses I foresee for this event:
-Marketing: $500 Posters, or flyers, that we can hang up in high schools and design showrooms
-DJ: $500 (they have to bring their own equipment) I would like to hire a student from the Palomar Music dept for the event
-Food truck: $500 This event is planned for 4:00-7:00 so that professionals can come after work. Having food is always a draw. (if there is a food truck connected with Palomar College, would love to give them the opportunity)
Total cost for the event: $1500. I don't know which category this should fall under.

# 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

# Technology Request

## Technology Request 1

**What are you requesting?**

A printer for room SEC-409 that can print 11" x 17".

**Is this a request to replace technology or is it a request for new technology?**

Replacement of Technology

**Who is the current user of the requested replacement technology?**

Interior Design and Architecture Departments

**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)**

11"x 17" is a typical size used for construction documents (known as: mini-set size). SEC-409 is where we teach many classes that create construction documents (Autocad, Revit and 2020). The current printer prints only on 8 1/2" x 11" paper.

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

All students and instructors in the Interior Design and Architecture departments.

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

Being able to print to a size that is readable. Creating mini-sets that students can bring on job interviews, or use as deliverables for student projects.

**d. Timeline of implementation**

ASAP

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

3,068.15 (according to a quote from IS).

**Do you already have a budget for this request?**

No

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

Staying current with technology

**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 technology and had to prioritize, what number would you give this? (1 = Highest)**



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

No facilities impact. Information Services will need to set up the printer.

**Will you accept partial funding?**
◉ 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.*

# Facilities Requests

# Facility Request 1

**What are you requesting?**

Furniture for the area in front of SEC-408

**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)**

We are interested in purchasing some lounge furniture for students to use in the open area between SEC-408 and 409. These are the classrooms where Interior Design and Architecture classes are held. The classroom doors are locked between classes. This would give students a place to wait before classes, as well as a place to sit and have lunch between classes or when on a class break. Ideally this furniture would match the furniture outside of the library.

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

Students of the Interior Design and Architecture programs.

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

A more comfortable space and an enhancement of community by allowing for spontaneous interactions between students.

**d. Timeline of implementation**

Depends on furniture availability

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

$10000.00

**Do you already have a budget for this request?**

No

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

Enhancing a sense of community amongst our students

**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)**

1

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

None

**Will you accept partial funding?**
⊙ Yes  ○ No

# PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.](#) Please check with your department chair on the availability for this cycle.

**Do you have one-time requests for other items (e.g., Non-technology equipment, supplies, operating expenses, travel) that your budget or other funding sources will NOT cover?**
○ 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.**