Entry #: 36 - Career, Technical and Extended Education   **Status:** Submitted   **Submitted:** 3/20/2024 12:31 PM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Career, Technical and Extended Education

Department Name

Design and Manufacturing Technologies

Microsoft_List_ID

Discipline Name

Architecture (ARCH)

Department Chair Name

Anita R. Talone

Department Chair email

atalone@palomar.edu

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

Joseph C. Lucido, FT Faculty Member

Website address for your discipline

https://www.palomar.edu/architecture/

Discipline Mission statement

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

(Click here for information on how to create a mission statement.)

Does your discipline have at least one degree or certificate associated with it?

Yes

Are any of your programs TOP coded as vocational (CTE/CE)?

Yes

List all degrees and certificates offered within this discipline.

AS Degree Major or Certificate of Achievement
Architectural Drafting: AS Degree Major or Certificate of Achievement

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

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

Full-time FTEF 1.0

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

Part-time FTEF 1.4

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

ADA (Temp. Assignment)

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

Design Tutors 6Hrs Week
Software Tutor 6Hrs Week

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Increased

Was this expected? Please explain.

Fall 2019 79.3%, Fall 2020 84.0%, Fall 2021 75.7%, Fall 2022 79.1%
Increased Fall 2023 88.7%

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

Increased

Was this expected? Please explain.

Fall 2019 94%, Fall 2020 92%, Fall 2021 94.1%, Fall 2022 95.8%
Increased Fall 2023 99.5%

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

Age

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

The success rate by age is lower with the group of,19 and under, at 79%. Compared to, 20 to 24, and 25 to 49, at 92% and 90%. A younger student may need additional time to prepare for the expectations of the program and the industry demands.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

At this time, we are pleased with the retention rate of our program as it exceeds our school's average.
We would like to build upon this success and develop outreach programs.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

0. Course SLO Report_ Last Result Date and Action Date for All Active Course Outcomes.xls
10.5 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

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.

Academic Year AT APD Student Count Column Labels
Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22
AA/AS
Associate in Science Degree 10 2 4 9 5 10
AA/AS Total 10 2 4 9 5 10
Certificate
Certificate of Achievement 13 3 5 10 6 14
Certificate Total 13 3 5 10 6 14
Grand Total 23 5 9 19 11 24

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

2. Last result, action, and follow-up date for each active program outcome(1).xls
5.5 KB

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

I believe the factors that contribute to our success is our direct, one-on-one, counseling with each student. We make it a priority to meet with every student as they enter the architectural program. By laying out clear expectations we try to build a pathway that allows for flexibility. Secondly, by building a sense of community our students assist each other in achieving their personal goals.

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

Our number one challenge is the lack of a dedicated ADA. This role is integral to laying out the program's success over a long period of time. From assuring are adjuncts are appropriately onboarded to assisting with purchasing, these roles are truly needed.

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

Per O*net On-Line
Architects, Except Landscape and Naval
17-1011.00

Bright Outlook: Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.

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

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

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

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

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

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

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

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

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

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

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)?

Per the San Diego & Imperial Counties Community College Report : September 2023

Evidence of Supply Gap, Yes
Number of Annual Job Opening, High

Labor Market Demand Between 2022 and 2027, employers in San Diego County will need to hire 650 workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement for Architectural/Interior Design Occupations

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

As the students move through the architectural program they are highly encouraged to build a portfolio. We also have many opportunities for the students to engage with acting professionals one-on-one. Lastly, we assist them with building a LinkedIn profile which they can use as a marketing tool.

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

Our advisory committee met last November 2023. It was brought to our attention that we should be offering more on steel construction.
Our wood diagrams are very successful and our advisory committee feels that a similar physical model of steel construction would be extremely useful.
As a result, I have made the blueprints for the model and now we're looking for the funding to actively build it.

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

Per the San Diego & Imperial Counties Community College Report: September 2023

Evidence of Supply Gap, Yes
Number of Annual Job Openings, High

Labor Market Demand Between 2022 and 2027, employers in San Diego County will need to hire 650 workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement for Architectural/Interior Design Occupations

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

Prior Year PRP Goal 1

Brief Description

Offer a Lab proctor for Fridays, DA-12 & Find more space for program to be run in a meaningful and successful way.

Goal Status

Completed

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 moved to RB and now offer tutoring at the TLC.

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

Do you have any new goals you would like to add?

No

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 Vision Plan 2035.

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

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Full Time Faculty in Architecture.

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Per our guided pathway plan and strategic plan adding another full-time faculty member would help our student's pathway to success. Ourclass caps are limited to 24 individuals. This is set by the room size and occupant load factor. As a result, as the program grows another design studio needs to be added. We have successfully added this additional design studio. Now the current full-time faculty must teach overload as a result. The growth of this program is a positive indicator that we're successfully achieving our goals. But with success comes growth and more staff

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Yes, many practicing architects are engaging in their own clientele and their time is limited. Per our three-year plan, the growth of this program would need another dedicated individual. Many of our adjuncts cannot easily project their workload demands a year out. As a result many of our schedules need to be modified on a semester by semester basis.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

NA

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Overall our Success rate is 88.7% by Term
Overall our Retention rate is 99.5% by Term
Enrollment is Strong and growing
Fall 2019 184
Fall 2020 163
Fall 2021 202
Fall 2022 191
Fall 2023 186

Is your department affected by faculty on reassigned time? If so, please discuss.

No, but our current full-time faculty have been teaching on an overload schedule

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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.

1.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?

No

PART 4: FACILITIES REQUESTS

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

No

PART 5: OTHER ONE-TIME NEEDS

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

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

No

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

Yes

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

jlucido@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Anita R. Talone

Date

4/3/2024