Entry #: 59 - Career, Technical and Extended Education   **Status:** Submitted   **Submitted:** 3/12/2024 4:25 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

Interior Design (ID)

Department Chair Name

Anita Talone

Department Chair email

atalone@palomar.edu

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

Jessica Newman, Full-time faculty

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

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

Yes

List all degrees and certificates offered within this discipline.

AS Associate of Science Degree
CT 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?	**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**
1	1

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

Carrie Silvina Espinoza Villanueva

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

Janet Moreno. I don't know what her hours are.

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?

Stayed the same

Was this expected? Please explain.

Success rate slightly increased for Spring classes, and slightly decreased for Fall classes, which averages out to about the same.

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

Increased

Was this expected? Please explain.

Increase slightly, for Spring 23 our retention rates were 99.2%, not much room to increase.

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

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.

Doing more hands-on projects. Getting rid of classes that take place entirely online. Moving forward all of our classes will meet in-person once or twice per week.

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")

Interior Design - Most Recent Results, Actions, and Follow-up for Active Course Outcomes by Assessment Method (1).xls
29.5 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.

Degrees and Certificates Awarded (Count)
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 Arts Degree 1
Associate in Science Degree 2 7 12 5 16 14
AA/AS Total 2 8 12 5 16 14
Certificate
Certificate of Achievement 5 1 10 7 19 15
Certificate Total 5 1 10 7 19 15
Grand Total 7 9 22 12 35 29

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 Course Outcome.xls
26.5 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 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.

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

Not having a dedicated ADA for our program makes it extremely difficult to get anything done. We share our ADA with another program, and she does not have a lot of time for our program (which is understandable). Additionally, we have had 5 different ADAs in the past 5 years. Every time a new person learns about our department they are moved just as things are finally starting to run smoothly.

Being expected to work in Nuventive with no training is frustrating. This program is not intuitive, and I could use assistance. Being the only full-time faculty for my program means all administrative tasks fall on me.

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.

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?

Interior Designers
Architecture Teachers, Postsecondary
Commercial and Industrial Designers
Architectural and Civil Drafters
Merchandise Displayers and Window Trimmers

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

KNOWLEDGE:
Design — Knowledge of design techniques, tools, and principles involved in production of precision
technical plans, blueprints, drawings, and models.
Building and Construction — Knowledge of materials, methods, and the tools involved in the construction
or repair of houses, buildings, or other structures such as highways and roads.
Customer and Personal Service — Knowledge of principles and processes for providing customer and
personal services. This includes customer needs assessment, meeting quality standards for services, and

evaluation of customer satisfaction.

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

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

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

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

Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

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

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

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

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

ABILITIES:

Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Related occupations

Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Related occupations

Near Vision — The ability to see details at close range (within a few feet of the observer).

Related occupations

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Related occupations

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

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

Our class learning directly mirrors these KSAs. We are constantly adapting our curriculum and software to reflect what is current in our rapidly changing industry. Our Program Advisory Committee gives input on these issues as well, so we can stay current with what the industry professionals are looking for in entry level employees.

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)?

From Onet online: Projected growth for California Interior Designers (2020-2030) 11%

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

In 2021 I created a new class "ID Capstone" where students create a professional business package consisting of a resume, portfolio, website, and business card with logo. The class also covers professional practice topics such as contracts, business structures, ethics, and legalities. The class culminates in a Portfolio Show, where I invite industry professionals to come meet the students and see their work in an informal trade-show type of setting. This has led to some students getting hired.

Additionally, I have been working with Angela Tilley, the employer relations liaison for Palomar. In a couple of weeks our students are going to Smith Group for a portfolio/resume review and Q and A with their employees.

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

January 2024. The most important information learned was regarding the quickly changing technology, especially AI. We are very interested in staying current with technology and will continue to teach new programs and techniques as they emerge.

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

66 jobs currently on careeronestop website for San Diego

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

No new goals from last year, all previous goals were either completed or not feasible.

Goal Status

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

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?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Rename classes and rewrite course desciptions

How will you complete this goal? Include Strategies and Timeline for Implementation.

I can work on this during the summer and submit them to META for review

Outcome(s) expected (qualitative/quantitative)

Names and description that better reflect what we do in class.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

Goal 1. Reimagine and redesign instruction and student services to increase student success. 10. Offer programs that are continually reviewed to meet student transfer, workforce, and community needs.

Expected Goal Completion Date

9/1/2024

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 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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

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?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

One of the software programs that we teach is Enscape. We have confirmed with our program advisory committee that this program is currently used in the field. This program used to be free, but last year they were sold to a new company that charges us approx. $3500 for our licenses. This cost took us by surprise in Fall 2023.

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?

Yes

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?

New Technology

Provide a detailed description of the the request. Include 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. This will also reduce equity gaps, as currently only students who can afford it can print out their sets at a printer.

d. Timeline of implementation

2024

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

$6255.55 (quote from IS), includs 4 years of service.

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 Educational Vision Plan 2035 Goal:Objective does this request align with?

1:4   1:7

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?

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?
Yes

Requests

Item 1

What are you requesting?
Would like to provide food for the Portfolio Show every May

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

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)
This is an event where we invite professionals from the field. It would be nice to offer our guests some food/drinks (non-alcoholic)

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)
Students will be impacted if employers stay longer at the event

c. What are the expected outcomes or impacts or implementation?
Create a nice atmosphere and show our industry partners that we value their times

d. Timeline of implementation
5/20/24

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).
$300

Do you already have a budget for this request?
No

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

What Educational Vision Plan 2035 Goal:Objective does this request align with?
4:4

If you have multiple requests for facilities 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)?
None. I will set up at the beginning of the event and clean up at the end of the event.

Will you accept partial funding?

Yes

Budget Category

Please upload a copy of the quote, if available.

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

Yes

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

jnewman1@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