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| **Discipline: Art: Design** | **Date: 11/28/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[Palomar College Mission](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Jay Schultz, Lily Glass** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%2520Metric%2520Summary.aspx)   + [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%2520and%2520Retention.aspx)   + [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%2520and%2520Certifications.aspx)   We continue to see gains in a number of areas and, notably, where we have not seen gains the numbers have remained steady.  Our census enrollment has risen from 170 (Fall 2014) to 182 (Fall 2015). This is encouraging, as we have made it a point to inform students enrolled in our entry classes about both the courses that are “next in sequence” as well as the advantages of establishing a game plan for those pursuing a degree track. The new enrollment numbers put us at 91.92% of census load, up from 85.86% in Fall 2014. Our other data is consistent with the upward trend: WSCH is 564, up from 527. FTES is 18.81, up from 17.57. WSCH/FTEF is at 403, up from 376 last Fall. All good signs that the changes we made in the past few years to streamline our curriculum is having the intended result.  Our retention rate continues to be strong, in the range of 95% year to year. Likewise, success rates are consistently around 90% across all groups.  This year sees a marked rise in degrees awarded, nearly doubling from 5 in 2013/14 to 9 in 2014/15. Again, we attribute some of this rise to the points noted above. We will continue to focus on informing our students early and often that pursuing a degree is an essential part of the Design curriculum, particularly for those intending to transfer (which we also emphasize). |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>        This is an off year for our SLO reviews, which are conducted every two years. Nonetheless, I have personally noticed that our continued emphasis in more rigorous coursework and a strict adherence to the course outline continues to pay dividends both for the entry skills of our students and their success in more advanced coursework. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   We continue to maintain relationships with the two dominant transfer schools in the area, Art Center College of Design and CSU Long Beach.  In order to reach out to the San Diego design community, we are jump starting a long dormant relationship with the AIGA (American Institute of Graphic Arts), San Diego branch. Hopefully this will bear fruit in terms of understanding what local design businesses need, and how they see the field moving forward. More about this in years to come.  In terms of what we consider when assessing our program, our overarching intent in our courses is to prepare students to not just design work in a creative, appropriate way, but to learn design methods that will serve them in any field they pursue. More and more companies are seeing the necessity of using “design thinking” early in the process of determining what drives their products and businesses. As an example, IBM has recently committed to hiring 1000 designers in the next few years to ensure that they align their products with what customers actually need, rather than what they hope they need (see  [**http://www.nytimes.com/2015/11/15/business/ibms-design-centered-strategy-to-set-free-the-squares.html?\_r=0**](http://www.nytimes.com/2015/11/15/business/ibms-design-centered-strategy-to-set-free-the-squares.html?_r=0))   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   We act as de facto advisers to our students when preparing for transfer to the institutions listed above, since they have unique requirements that often are not thoroughly understood by campus counselors. We stay in touch with the institutions, as well as students that have transferred to ensure our current students know what to expect, as well as what is expected of them.  We also keep students apprised of local curricular changes that are imminent so they can plan their schedules accordingly, and update them with information about relevant market data. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   Labor market projections are solid in a number of occupations that relate to Design (which include the categories of Art and Design Workers, Art Directors, Multimedia Artists and Animators, Commercial and Industrial Designers, as well as Graphic Designers).  All show an annual percentage change of between 2 and 3 percent, and a ten year projection of 15–30 percent, depending on the specific occupation. This is refreshing to see quantified numerically, as businesses continue to see the need for quality design as a competitive necessity in the marketplace. And, I might add, a field that is unlikely to be replaced by computers in the near future. For the moment, creativity is solely in the realm of humans.  This data is, once again, presented with the caveat that the best job opportunities are in the Los Angeles/Long Beach metro area, and many of our best students transfer to schools and subsequently find work in that area. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   Re: resources allocated:  The furniture in both the computer lab (along with extensive infrastructure improvements) and our traditional design classrooms was installed over the summer, and the results couldn’t be more striking. The computer lab has been transformed and opened up into a much more inviting space. The open plan we designed has facilitated a new level of communication, cooperation, and collaboration between students. They have access to books and periodicals that were difficult to view in the lab’s previous incarnation. It’s been a remarkable makeover, and everyone is aware of the change in ambiance from a dark, crowded space to an open, modern environment, with an accessible critique wall.  The new color printer has been a real boon to our students, giving them the ability to see their work and have more traditional wall critiques rather than having them on the projector, where the color and value ranges shown can be very shaky.  The new desks and seating in our studio spaces have also made a huge difference in how students can use the space. The spaces are more professional and more inviting to use–and that makes a huge difference in learning. And the new copier (well, it’s a hand-me-down, but new to us) has been great. It just works.    Re: new developments:  Our new department website has been enthusiastically received, and students have commented on how it helps them get up to date information when planning their courses. Featuring a lot of student work (that changes often) is a draw as well. We plan to continue updating and filling out content frequently. |
| Re: new goals for the program:  We continue to pursue the goal to establish a 45% ISA I position to use for open lab hours in our computer lab. Many students require additional time to complete projects and to get help when they are struggling. Due primarily to the recent change in student hourly positions that require the student to carry 12 units to qualify, the pool of potential students has essentially disappeared. A part-time ISA I position would help us fill the need, and give students the time they need to complete their work at the high level we expect.  Re: other information:  To update our ongoing outreach to high schools project, we recently met with two local high school instructors to discuss how we might better make our presence known to students interested in pursuing art, and how they can use Palomar as a means to get where they would like to go. The meeting was very fruitful, and we will continue the project in the months ahead by generating printed materials for students and faculty at the schools, and initiating contact with other schools to spread the word about Palomar.  This semester has seen the birth of the Chroma Club, a design oriented club for students to meet and discuss trends and topics in design, as well a find like minded students to collaborate with on projects outside of the classroom. As the adviser, it’s been rewarding to see the students get excited about the wide variety of topics that have been discussed and discovered during meetings.  Our students continue to help our cross disciplinary efforts by working on posters designs for other areas on campus. We also had several design students work on Impact magazine last Spring, and they just heard that they won numerous awards for their efforts. We will continue to encourage this trend of cross disciplinary participation, as it benefits everyone involved. |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [Budget Category](http://www.palomar.edu/irp/Document%2520Library/PRP%2520Budget%2520Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [Budget Category](http://www.palomar.edu/irp/Document%2520Library/PRP%2520Budget%2520Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  | **600010** |  |  |  |  |
| **a2.** |  | **600010** |  |  |  |  |
| **a3.** |  | **600010** |  |  |  |  |
| **a4.** |  | **600010** |  |  |  |  |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [Budget Category](http://www.palomar.edu/irp/Document%2520Library/PRP%2520Budget%2520Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** |  | **600010** |  | **.** |  |  |
| **b2.** |  | **600010** |  |  |  |  |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [Budget Category](http://www.palomar.edu/irp/Document%2520Library/PRP%2520Budget%2520Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** |  | **400010** |  |  |  |  |
| **c2.** |  | **400010** |  |  |  |  |
| **c3.** |  | **400010** |  |  |  |  |
| **c4.** |  | **400010** |  |  |  |  |
| **c5.** |  | **400010** |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [Budget Category](http://www.palomar.edu/irp/Document%2520Library/PRP%2520Budget%2520Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** |  | **500010** |  | **.** |  |  |
| **d2.** |  | **500010** |  |  |  |  |
| **d3.** |  | **500010** |  |  |  |  |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **e1.** |  | **500010** |  |  |  |  |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  | **230010** |  |  |  |  |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |
| **f4.** |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

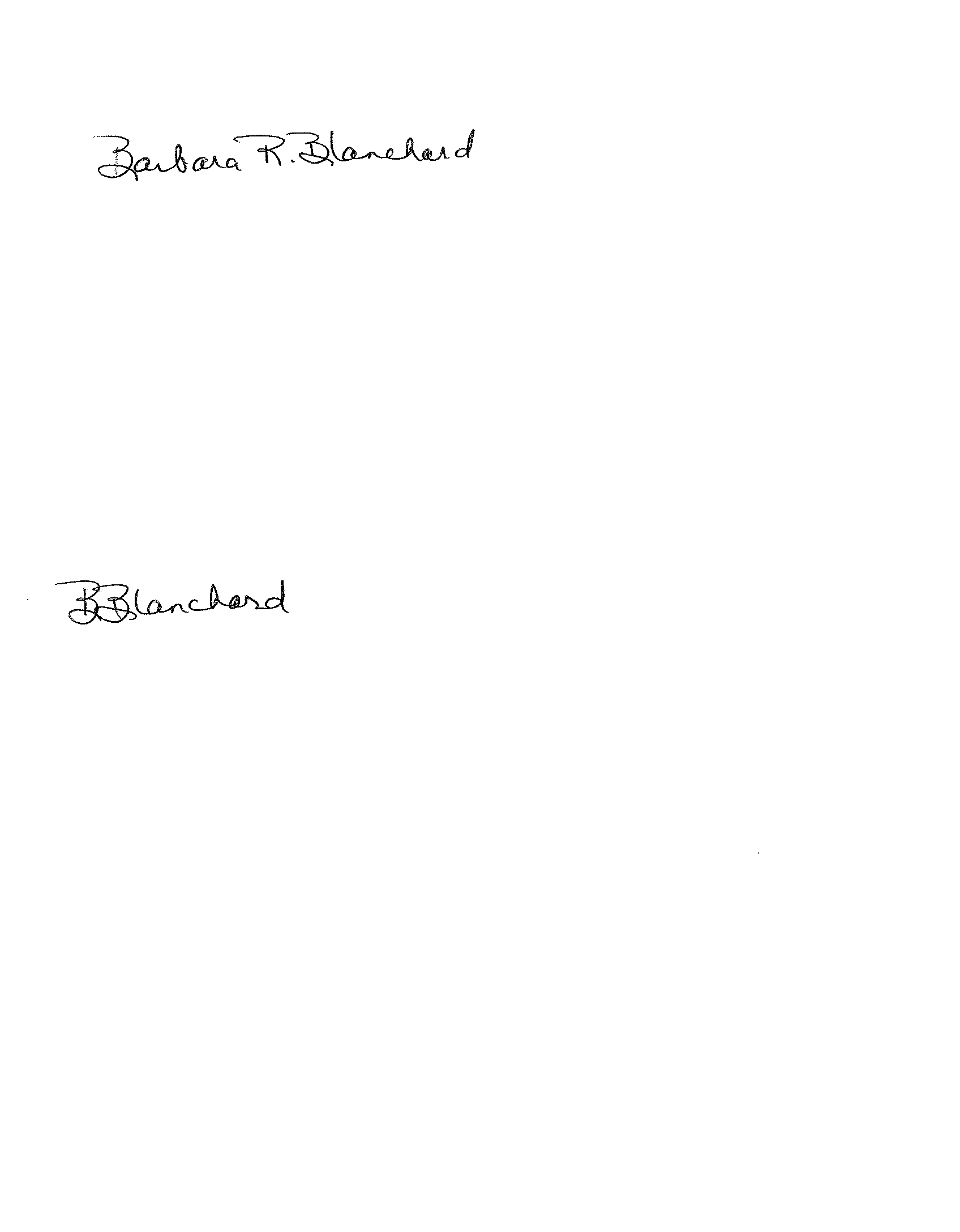
**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
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| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
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| **1.** |  |  |  |  |  |  |
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| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**



**Division Dean Signature Date**