**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Art** | **03/11/11** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |   |
|   |   | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** |
| **Enrollment at Census** | 1,714 | 1,740 | 1,792 | 1,719 | *Self Explanatory* |
| **Census Enrollment Load %** | 96.75% | 106.98% | 105.52% | 102.43% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 8,025 | 8,240 | 8,544 | 8,126 | Weekly Student Contact Hours |
| **FTES** | 267.52 | 274.67 | 284.79 | 270.86 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 16.77 | 15.36 | 15.80 | 14.78 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 479 | 537 | 541 | 550 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 8.00 | 8.00 | 7.40 | 6.07 | FTEF from Contract Faculty |
| **Hourly FTEF** | 8.44 | 7.02 | 8.30 | 8.60 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.33 | 0.33 | 0.10 | 0.12 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 8.77 | 7.36 | 8.40 | 8.72 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 52.30% | 47.90% | 53.17% | 58.96% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 93.90% | 95.80% | 95.00% | 97.39% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 74.97% | 75.64% | 78.72% | 81.58% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | 87.50% | 92.86% | 93.33% | 78.57% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 60.71% | 73.21% | 84.44% | 78.57% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 3 | 3 | 2 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) |
| **Certificates Awarded:** |  - | 1 |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |
| **- 18 or More Units** |  - | 1 |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Data analysis- Our enrollment showed steady growth over the last four years, with a slight drop off this year from the year before. This drop off could be due to continuing enforcement of Title 5 mandates and the cutting of stand alone courses making it increasingly difficult for some of our continuing students to enroll. It could also be due to some of our faculty more strictly enforcing there class enrollment caps, as we are consistently enrolled above 100% of the Census Enrollment Load. We have not added any FTEF since Sasha Reibstein’s hiring 5 years ago, and due to sabbatical, health leaves, and decreased load we have actually shown a net 2 point decrease in total FTEF. Coupled with Census Enrollment Load % we record a retention rate 97%, which is above college averages and demonstrates that our classes are not only filling at registration time but hold those high numbers throughout the semester. We also show a consistently increasing success rate, this may be due impart to the difficultly students have getting classes right now, making them take their studies more seriously. It could also be do to fiscal pressures for matriculation, effecting student’s attitudes, and attention. Unique to our department instructors used to report that continuing students would skip the final so as to fail the class and be allowed to retake the course title five changes are finally ending this practice and may show some effect on our success rates. We have an on going problem with matriculation from our department. We feel that there are multiple possible causes for this including: Students are getting the courses they need, and preparing very successful portfolios and transferring to high level 4 year universities without applying for an AA. Also there is a general culture outside our department that tells student “what are you going to do with an art degree” therefore they may focus there course work in our department while completing a degree elsewhere. This is the “Back Up Plan” argument we so often hear from our students. Along with this, as a department, we need to address philosophically, the fact that we teach skills based courses, and therefore, while students gain the skill, they see the value in that but don’t always see the value in the academic goal or accomplishment. As we are able to update some of our programs and the technologies they embrace it will allow us to create more vocational modeled, work force type certificates for our students.**  |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **SLO’s- We are still in the data collection process of assessment. We have had departmental POD training sessions and it has inspired productive discussions about department philosophy, future direction, and structure. As of now we do not have a particular course assessment that we can comment on the results of, only to say that there has been a great deal of dialogue about the process so far and that faculty are starting to see how this process can affect fiscal planning beyond a critique of their effectiveness in the classroom.**  |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **Anecdotally our studio faculty has discussed student’s short falls when it comes to their experience level and understanding of contemporary art practices. Without a qualified instructor or courses offered in contemporary art history many of our students lack the contextual reference needed to thoughtfully engage in a dialogue about their own work, severely impacting critical thinking SLO’s. We are currently collecting data to support this.**  |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Degrees and Certificates- With all of the extra fiscal pressure being added to our students we still have not seen an increase in the number of AA degrees being awarded. We do not record a number of AA degrees that accurately reflect our student’s accomplishments. Many of our students are now transferring before or without applying for their AA degree. Those that are seeking an AA degree are faced with more challenging time lines for completion, which are exacerbated by restrictions in course rotation campus wide. Conversely many of our students see the different disciplines in art as parallel courses of study and move variably between them, not often plotting a direct course to the termination of their degree. In direct response to these factors we need to create transfer based certificate programs that will help to guide students in their pursuit of acceptance into 4-year art programs. We plan to research, design and implement certificates of proficiency awarded for the successful completion of course work in discipline and transfer specific paths of study that will stand as vocation based, and skill based intermediate steps towards degree completion (Illustration, Three-Dimensional arts, design, ceramics, or painting, and Art History for example.) These certificates will be created with the goal of: supporting student retention and completion percentages by offering a more supportive and structured program.** **Some areas of our department have, due in part to the nature of the disciplines and in large part to the dedication of the faculty involved, managed to embrace and remain current with developing trends in technology and methodology in their fields. This allows students to gain experience relevant to contemporary practices for arts professionals. This focus on technology must be coupled with a strong base of foundation skills and should be applied to a reevaluation of the way in which we are teaching all of the disciplines of art. Every area of study in the Visual arts Program (two dimesnsional artwork such as drawing, painting, printmaking, design, etc; three-dimensional processes such as sculpture, jewelry, ceramics, three-dimensional design, etc, will be directed towards the research, aquisition, training and implementation of computer and technology based equipment in addendum to traditional course material. Three to five axis prototyping systems, fill and sheet based rapid prototyping processes, water jet and laser cutting equipment, has quikly grown in use and importance in industrial aplications. These new technical strategies will allow instructors and students not only to keep up to date with mechanical and digital industrial processes but also to aquire more opportunities in the field of object making and creative thinking. Having this equipment could lead to additional certificate programs and vocational certifications in the design field. Offering students real-life and technical work force based experience for job placement outside of school. We will need to begin researching and applying for grants to offset the cost of this initiative, and will be requesting assistence in doing so.** **Along with the equipment we need to address our ability to house and secure new technologies. These areas are in urgent need of structural planning and complete renovation. Having exterior areas as classroom expansion through this process will become and efficient, organized and effective instructional spaces.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Class scheduling- We consistently fill the vast majority of our courses and have large waiting lists in many of our disciplines. Most notably in the Glass department where we would like to hire a fulltime instructor and be able offer courses that present a more comprehensive curriculum. We also have a need to expand the number and type of courses offered in art history so as to include contemporary art history, aesthetic theory, and critical writing and also work to comply with the soon to be created SB 1440 transfer curriculum. Also as our class enrollments are bound by very old and program unique facilities we cannot simply move into a larger lecture hall in order to serve more students, and therefore to serve the amount of students attempting to attend our studio classes we wish to request some leniency when it comes to 4 semester course rotations, as adding sections is the only strategy we have for serving those students. We consistently serve 102- 106% of our Census Enrollment Load %, showing a clear need for growth. When it comes to doing “More With Less” I feel that we have consistently risen to the challenge. We understand that this growth needs to be strategic and accompanied by a restructuring of our degree and certificate programs in order to better reflect our student’s actual achievements and transfer opportunities.**  |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Faculty- Our department is a hands-on technology, material and equipment based program and requires very carefull, consistent, and direct over sight from our faculty inorder to maintain safe and efficient working environments. The current ratio of fulltime to part time instructors does not allow for the type of research, development, and commitment to program development required to stay at the forefront of arts education. During this program review period we will be seeking out two Fulltime Faculty positions in support of Glass based media and Art History to improve student outcomes. Generally we show a need for more fulltime faculty in that currently 59% of our FTEF are served by part time faculty, with an additional 8% taught by fulltime faculty as overload. This is well over state mandated faculty obligations.** **The full time glass instructor would lead one of our consistently most popular disciplines of study. We offer an AA degree in Art with an emphasis in glass mean while there are no full time instructors involved in, or directing the development of this program. Glass courses make up a large portion of our instructional facility in an area with many potential hazards, and would greatly benefit from fulltime faculty support oversight, and development. Academically speaking the discipline as a whole could benefit from the creation and application of mile stone courses and an emphasis on matriculation through college and program wide course work. This need is not unique to glass it is a situation we face as a department in total however in each other discipline there are fulltime faculty members to address these concerns.** **Art History is a great, untapped resource for our department. Art appreciation courses serve a large percentage of our department’s enrollment, and are a wonderful recruitment tool for our studio classes. SB 1440 is creating a model Transfer curriculum for art history and we need to expand our art history program in order to offer this new degree track. Anecdotally our studio faculty has discussed student’s short falls when it comes to their experience level and understanding of contemporary art practices. Without a qualified instructor or courses offered in contemporary art history many of our students lack the contextual reference needed to thoughtfully engage in a dialogue about their own work, severely impacting critical thinking SLO’s. We are currently collecting data to support this.**  |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  | **Replacement window curtains and model privacy curtains in C-1** | **1** | **Goal 6****ob 6.1** | **This request is in tandem with our need to update the smart classroom capabilities of the art department. (B1 below) Particularly in support of projection and lecture components of our courses.** | **Not Known****1500.00?** | **one time** | **no** |
| **a2.**  | **Shimpo VL Whisper Potter’s Wheels: Available suppliers – Freeform, BigCeramicStore.com, or Sheffield Pottery (can be selected based on best current price)** | **23** | **Goal 6****ob 6.1** | **We need 10 of these wheels but it would be preferable to get some than none so if we can add at least 1-2 per semester we can hopefully get up to our goal within 5 years. We currently are running the studio on 13 wheels (many in deteriorated condition) with a class size of 24. This means at any moment up to 11 students are not able to participate in the lab activities during their designated class time. This is an extremely high priority in order to increase classroom productivity. Each class spends between 4 – 16 weeks concentrating on wheelwork and without enough time and access to the potter’s wheels students are unable to achieve their learning outcomes for this section of the course.** | **9590.00 total****$959 each (special pricing is available for over 5)** | **yes or no depending on funding amount** | **no** |
| **a3.**  | **Replacement window curtains C-15** | **3** | **Goal 6****ob 6.1** | **his request is in tandem with our need to update the smart classroom capabilities of the art department. (B3 below) Particularly in support of projection and lecture components of our courses.** | **knot known****1500.00?** | **one time** | **no** |
| **a4.**  | **Pug Mill: BigCeramicStore.com****Shimpo NVA-04 Pugmill**  | **4** | **Goal 6****ob 6.1** | **We would like to add a pug mill to the clay mixing area (hopefully soon to be the kiln yard) due to the extreme excess of reclaim clay produced in the studio, the majority of which is currently having to be disposed of. This would be a great benefit to the students by allowing them to save money on materials by recycling existing clay as well as to have a greater understanding of the clay manufacturing process. This would also promote environmental awareness through reuse rather than disposal of materials.**  | **4998.00** | **one time** | **no** |
| **a5.**  |  **Small Electric Test Kiln****Skutt Model #KM714-240/208**  | **5** |  | **This is a sorely needed piece of equipment which would allow students to do test firings on a smaller scale. Students are currently limited to a small range of firing temperatures so that there is enough work to efficiently fire a full kiln load. By having a smaller test kiln available, for the first time students will be able to experiment with advanced glazing techniques such as luster and decal firings as well as completing regular glaze testing. This is crucial to expand the advanced students understanding of and capacity with the ceramic material.** | **$1199** | **one time** | **no** |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **Portable digital projector for C-1.** | **1** | **Goal 6****ob 6.1** | **The art department as a whole has not had been addressed in the creation of smart classrooms. There are unique challenges to this in that they are lab spaces. However they need to be equipped to effectively support the lecture component of our courses as well.** | **2500.00** | **one time** | **no** |
| **b2.**  | **Digital Image Projection large screen TV****RCA – 46” Class / 1080p / 60Hz / LCD HDTV****Model # 46LA45RQ** | **2** | **Goal 6****ob 6.1** | **We use the television in our classroom daily to present power point presentations of historical and contemporary artists working in clay. Both the instructors and students use the TV to present high quality images of artworks and techniques. It would be ideal to be able to use a digital projection for these presentations but our classroom has too many windows (an otherwise wonderful trait) to sufficiently block the light to use a projector. The television has been an appropriate substitution with the exception that it is too small for students who are not sitting directly in front of it to see the imagery presented. A larger screen television would significantly improve our ability to present important educational materials.**  | **@$549.99 (sale price)****4-year protection plan @ $99.99****Total: $649.98** | **one time** | **no** |
| **b3.**  | **digital projector for C-15.** | **4** | **Goal 6****ob 6.1** | **The art department as a whole has not had been addressed in the creation of smart classrooms. There are unique challenges to this in that they are lab spaces. However they need to be equipped to effectively support the lecture component of our courses as well.** | **2500.00** | **one time** | **no** |
| **b4.**  | **Addition of wireless hot spots to department class rooms** | **3** | **Goal 6****ob 6.1** | **We need to continue moving in the direction of having smart classrooms and access to technologie in our facility** | **300.00****each****900.00 total** | **one time** | **no** |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **10 student easels.** | **1** | **Goal 6****ob 6.1** |  **This is essential and basic equipment for teaching painting. We have been replacing the easels that have broken down with stronger ones. However, we now do not have enough to meet the allotted number of students allowed to sign up for 1 class.** | **1500.00 total** **Approx. 150.00 each** | **one time** | **No** |
| **c2.**  | **life drawing plaster models** | **3** | **Goal 6****ob 6.1** | **We could use these in life drawing classes to supplement live models (F1 Below) occasionally. In the long run it would save the department a lot of money.** | **1000. total****60$-300$****each** | **one time** | **no** |
| **c3.**  | **Kiln Shelves: Freeform** | **4** | **Goal 6****ob 6.1** | **We need approximately 10 of the cone 10 shelves and 6 of the bisque shelves per year. These are essential to our ability to fire kilns efficiently. Without enough kiln shelves we need to fire empty kiln loads wasting time. These shelves experience warping and wear as well as unavoidable breakage due to student handling requiring them to be frequently replaced.**  | **Total: $621.12****12 x 24” RF- 334 @ $52.65 each** **14” x 16” RF-187 @ 15.77 $15.77 each** | **on going** | **no** |
| **c4** |  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  |  |  |  |  |  |  |  |
| **d2.**  |  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
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| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  | **Life drawing Models** |  |  | **We have been facing continuous raises in fees from ultimate staffing for our models we have cut life drawing courses and still incure cost overruns for our models. we need additional funding for Ultimate staffing or a new structure for hiring models possibly as temporary workers.**  | **9000.00** | **on going** | **we currently budget 8000.00 from our 50000's** **account** |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **As a department we are of course proud of our students academic accomplishments. We also feel good about much of the required progress we have made in terms of administrative work. The gallery has become a vital part of our program and is gaining the attention of the San Diego media with reviews on KPBS and in Citybeat. in general there is a lot going for us. So I would like to take a moment and mention a few exhibitions publications and commissions that our faculty have been involved in. This is by no means a comprehensive list just a sample of some of our extra curricular activities in 2010-2011.****Ingram Ober****Public art commissions** **Southcrest Trails Park- Southeastern Economic Development Corporation and City of San Diego.Collaboration: Marisol Rendón****San Diego, California****Bayside Fire Station****Collaboration: Chuck Moffit, Marisol Rendon****San Diego Arts and Culture, California****Museum and Gallery Exhibitions****An Interactive Experiment in Art – California Center for the Arts, Escondido Museum, Escondido, CA****Here Not There – Museum of Contemporary Art, San Diego, CA****Vantasy –Southwestern College. Chula Vista, CA.****The Green Century: Re-cycle- The New Children’s Museum, San Diego, CA****Paper To Place- Kruglak Gallery, Mira Costa College, Oceanside, CA****Sasha Jonestein** **Curatorial efforts****Curator Invitational exhibition - Mutter Museum, January - June 2010 Philadelphia, PA****Curator/Artist Invitational exhibition – NCECA Conference, April 1,2,3 Tampa, Florida****Gallery Exhibition****“Gray Area” at the Kruglak Gallery in Oceanside (adjuct instructor Trent Berning also exhibited)****Publication** **Featured artist in international Ceramics Journal****Numerous Show reviews****Michael Steirnagle****Featured artist : Southwest Art Magazine Jan. 2011 By Bonnie Gangehoff****Student exhibitions****Dave Ghirlarducci featured at the Children’s Museum****Sue Ladouceur Featured at Noel Bazza Fine art****Ryan Bulis and Brian Black featured at the The Museum of Contemporary Art**  |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Ingram Ober*Name*** | ***Name*** | ***Name*** |

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| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** **jdecker@palomar.edu** **by March 18**