**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Art Design** | **Date 1/30/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**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.).

**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.

[**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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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Jay Schultz**  **Lily Glass** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Design program is aligned with the mission of the Art Department.**  **Our goal is to create a challenging and inspiring learning environment that educates our diverse student body in Graphic Design, Visual Communication, and technical careers in visual communication.**  **Our program is based on the development of aesthetic awareness within contemporary and historical context, while providing a strong foundation in the techniques and processes of producing commercial visual art both traditionally and digitally.**  **We are committed to providing programs and state-of-the-art facilities that promote student learning through industry standard methods and technologies.**  **We welcome and encourage interdisciplinary approaches within and outside of the professional field, and seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts.**  **We consider our program to be a partnership discipline with the Art I (Illustration) program, since our students share core courses, faculty and many of the same goals.**  **We strive to provide an all inclusive and supportive academic atmosphere that fosters creative growth, critical thought and intellectual dialog while building a strong technical basis of knowledge and skill.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Design program supports the college's goal of encouraging students to pursue transfer readiness and career and technical training by offering an A.S. program in Graphic Design. Additionally, our stated mission of developing aesthetic awareness within contemporary and historical context upholds the College's mission of of aesthetic and cultural enrichment.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **In the Fall of 2013 we implemented broad curriculum changes (which we anticipated in our Year 1 PRP). These included course revisions and modifications to the A.S. Major in Graphic Design. The result is a more streamlined path to the degree with far fewer elective options, more relevant required courses, and fewer total units (36, as compared with 48 prior to our revision)required to complete the degree. Going forward we anticipate these changes will lead more students to pursue the degree program either as a standalone or as a vehicle to transfer in preparation for a B.A. or B.F.A. degree.**   1. **How did you implement and evaluate those curriculum changes?**   **By surveying curriculum at transfer colleges, and by reducing the total unit requirements for the Graphic Design degree in order to facilitate a more streamlined course load for students.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We made changes to our scheduling to reflect the modifications we made to our A.S. degree program in Graphic Design. Primarily the changes reflected deleted courses and meeting pattern adjustments to incorporate the new course rotation schedule. Additionally, we expect to add core classes that were impacted by cuts, particularly additional core courses, such as Graphic Design I (ArtD 100).**   1. **How did you implement and evaluate those class scheduling changes?**   **By evaluating the decisions we made regarding the reduction in total units for the A.S. degree and modifying the course rotations and assignments accordingly. We also looked at enrollment data from the last three years, paying particular atttention reinstating classes that were cut due to previous budget shortfalls. 2**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **None were articulated in the Year 1 PRP.**   1. **What is the current status of the plan you articulated?**   **After recently evaluating both course and program SLO's we see an urgent need for a full-time faculty member who can span both the Illustration and Design disciplines. This need developed as existing faculty members have replaced course loads formerly handled by recent retirees, and by the observation that the exit evaluations of students, particularly in core Design courses, are not at the level we would like to see. As we streamline our degree programs, we believe that our core curriculum is suffering due to a lack of full-time instructors to devote the time and attention the courses deserve.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **$4200. There was also $85,000 allocated for smart classroom lecterns that are in the process of being ordered. We will update their impact in next year's PRP.**   1. **How were those funds spent?**   **Funds were used to purchase 13 Wacom tablets for student use in digital courses.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **N/A**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Tablets facilitate more natural drawing motions when using computers, and students who are able to use them tend to develop their technical skills at a higher level than those who do not use them. This is seen consistently by instructors in the disciplines.**   1. **Number of students affected**   **13 per class taught in computer lab (times the number of courses taught). Typically about 65 students per semester on average.**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **The color printer requested for C-9 was not funded, and students must continue to rely on purchasing color images at external locations (Staples, Kinko's, etc.). This impacts our curriculum in several ways. First, students are reluctant to create multiple versions of work when they know it will cost them more to produce the work for evaluation. Second, it impacts them in terms of time–they can't print on site and, in addition to paying for it, must take time to drop off and pick up the work at the external site.**  **The basic copier for C-3 that was requested was not funded. The existing copier we have in the room is in terrible shape. It is used extensively in every graphic design course taught in the room, as well as other courses. It is an essential part of the curriculum and needs to be replaced.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **Our enrollment continues to be very strong, at nearly 90% of capacity. Much of the other data (WSCH and FTEF) for the most recent period available is skewed by the fact that the sole full-time faculty member in ArtD was on sabbatical in Fall 2012. Going back to 11-12, we had a historically high enrollment of 258, though WSCH was down, we believe because this was the start of dividing our courses into separate Lecture/Lab components which may affect how the data is calculated.**  **Our Course Success and Retention rates are exceptional. Retention consistently averages 95%, and with recent pass rates between 81% and 89%. Much of this is due to the individual attention we offer our students, particularly those who struggle.**  **One area where we hope to see improvement is in Degrees awarded. Many of our students transfer to four-year schools, but few complete their degrees in the process. We have not only streamlined our program, but we are producing materials to help guide students through the process at an early stage in their arrival at Palomar. We will also discuss the benefits of getting a degree prior to or simultaneously with transfer (financial benefits as well as advanced standing at the transfer school).**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The data, particularly our reliance on part-time faculty for the ArtD program, is a concern, particularly when looking at the issues we've discovered via our SLOAC summary that describe a need for core classes (particularly ArtD 100) to be taught by contract faculty.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **We added additional SLO's in most of our ArtD courses, trying to confirm that our outcomes are consistent with what we see in the classroom.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Assessments reflect that students, on average, are grasping concepts and course content at a high level. However, as described above (Step I, Faculty Hiring), we have noticed that the outcome level of students in our core class, ArtD 100 (Graphic Design I) seems unusually dependent on it being taught by a full-time faculty member. The results from part-time instructors are quite varied. We have had issues in the past with part-time faculty following the COR, and it appears we need to revisit the topic.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **In looking at our program SLO's we discovered that course exit outcomes, overall, rise or fall depending on the instructor of the target course. This refers specifically to the entry-level performance of students into the next class in the sequence, and suggests that we:**  **1. Continue to insist that part-time instructors strictly adhere to the published course outlines and**  **2. Develop additional SLO's that measure and assess the core concepts we expect our students to learn in these courses.**  **Our students on the whole perform at high levels of technical proficiency; however, there are several areas that need to be addressed. There are shortfalls in the area of academic study, research and preparation, as well as in discourse. Our studio classrooms are not set up to be conducive to research, and, apart from the computer lab, there are no computers available for students to use with the instructor's assistance so they may learn how to use the Internet academically and professionally in a way that relates to coursework. SLO results reflect this clearly, especially SLOs focused on understanding, evaluation and incorporation of research materials showed an average success rate of only 50% in all classes evaluated.**  **Our classroom configurations make any kind of discussion nearly impossible, not only because of out-of-date furniture, but also because of acoustics. Lectures and critiques are affected by this as well, especially during the summer months when faculty most speak over antiquated air conditioners or conduct classes with open doors and suffer the disruptions of foot traffic. An additional problem seems to be linked to demonstration space. When assessed immediately after demonstrations, only 50% of students were able to repeat the demonstrated task because they could not see or hear instructions.**  **Since our previous round of assessments we have rewritten our courses and our program to update, optimize and condense content. Hopefully the new CORs will assist in more consistent outcomes. We are also increasing Peer Evaluations for our adjunct faculty, who teach the majority of our classes, a situation that in and of itself is problematic.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (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).**   **Other data that we used include investigation of programs at transfer schools (primarily Art Center College of Design and Cal State Long Beach). We also made extensive use of the website and publications of the National Association of Schools of Art and Design (NASAD), which publishes accreditation standards, purposes, and protocols for Art and Design schools nationwide. As we strive to align our program with transfer schools, we want to ensure we are preparing students appropriately.**   1. **Given this 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 believe our students will benefit considerably by the streamlining we have done to our degree program. In addition, we continue to use our SLO's to ensure that our courses produce the results we expect.**  **Our curriculum and program updates will ensure student success, current and future, especially as far as transfer rates are concerned. We are confident that we are offering the best combination of courses to prepare them for four-year degree programs not only in terms of transferrability of credits, but also in terms of the knowledge base and skill range exhibited that is required for admission into private Art and Design schools, as well as public universities.**  **Our program content and structure affords the students the necessary technical and academic training to satisfy rigorous entry qualifications that have to be demonstrated in the submitted body of work. We have tracked success rates over the last 10 years, and due in part to our continuous assessment and program adjustments, students applying to design programs (public or private) by means of portfolio review were 100% successful. The students we tracked through Southern California private schools like CalArts and Art Center College of Design have secured high end positions, especially in the entertainment industry. Our upcoming program updates will further focus on preparing students for the wide variety of opportunities for design work, not only in traditional fields (web design, motion graphics, graphic design) but in the various branches of the entertainment industry, such as animated feature films and gaming.**  **Labor market data is restricted to San Diego County and the Inland Empire, and those counties are not where the majority of successful graduates seek and find employment. The entertainment industry has its national base in Los Angeles, which is very fortunate for our students, as it's close by. Interactive media designers will be most successful in San Francisco, and the hub of publishing is found in New York.**  **Our advisory committee consists of highly successful members in the field of Illustration and Design, and it is their input that informs the career/technical planning of our program. Over the years we have observed enormous growth of work opportunities in the Entertainment Industry, Gaming, and Interactive Media, but a steady decline in traditional publishing, which formerly was the backbone of the field.**  **High levels of Digital skills, 2D, 3D and Animation now are absolutely essential for being competetive in the field, when built on a traditional foundation of drawing, design, and problem solving.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can 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.)**   **Graphic designers are employed in a vast number of industries in addition to traditional design and advertising agencies. As more media platforms develop, this tendency will almost certainly increase.**  **Trends are excellent, but increases will mainly develop in non-design specific industries rather than the traditional design studio/advertising agency market. These include video game, phone and tablet applications, and industry-specific application design.**  **Career opportunities remain excellent for talented students who are open to pursuing careers in non-traditional design industries. Some examples of non-traditional industries are motion picture and video, technical consulting, computer systems, video games, and application interface development.**  **The outlook is good as more industries need designers to develop and organize websites and web-based information systems in addition to more traditional print media (which continues to decline).** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our program’s strengths are clearly our high student success rate and retention rates. Students with the goal of making a career in the Graphic Design/Visual Communications field are able to without exception transfer into four-year degree programs.**  **We are not aware of a single student who applied for admittance to either UC/CalState or specialized private institutions and was denied entry. Our tracking has also indicated an approximately 95% completion rate of those students attending four-year programs, out of which 70% graduate with highest honors. In addition we are consistently able to assist students with financial challenges in securing significant scholarship funding through excellent entry portfolio preparation and presentation.**  **Students who move directly into the workforce are able to secure entry-level full-time positions, high-end internships and succeed in building careers without completing four-year degrees, especially in the areas of gaming and motion graphics.**  **The discipline over the years has undergone a number of changes. To stay current with trends and outlooks in the field we have regularly updated curriculum and degree programs. We attribute our successes to our strong commitment to the mission of the discipline, the program, the department and the college.**  **We maintain our links with carefully selected institutions, private and State, and our strong connections in the entertainment, gaming, animation, motion design, publishing and advertising industries greatly influence curriculum development and the structure of our program, as much as do educational developments at the State level.**  **In addition to being educators, all faculty, permanent and adjunct, are highly qualified and active in their fields, a fact that makes our program unique.**   1. **Weaknesses**   **We don’t see as much consistency in SLOs from different sections of courses as we would like, and while within the department our number of AA degrees awarded is the highest, we would like to increase that number.**  **We also should organize more and more regular recruitment visits to make an even higher number of students aware of opportunities after completion of the program.**   1. **Opportunities**   **Many of our students gain admission into prestigious specialized private institutions, such as Art Center, CalArts, Rhode Island school of Design or Parson's, based on the portfolios they put together here at Palomar; however, since our degree program is set up with CalState transfer in mind and designed with rigorous technical training as the foundation of our courses, we are able to anticipate and adapt to the newest trends in education or in the field.**  **Our combination of academic and career/technical education, as well as the combination of traditional techniques with the most cutting-edge digital media puts us in a position where we can expect continuing growth, not only in terms of continued evaluation and adjustment of curriculum, but also in terms of the number of students we serve. Within the Art Department, ArtD, ArtI and Art/Pictorial Art by necessity work very closely together. Our degree programs are interconnected via the sharing of courses and through strong collaboartion of the faculty in the assessment and curriculum process. Our decisions are informed by each other's needs and our programs are enriched by each other's strengths.**  **Looking forward, we are hopeful that we will be able to offer a TMC in Illustration/Graphic Design, as so far no model has been finalized. This would further move our students into a direction of success.**  **As we are heading on an ever-accelerating path of developments in technology in the creative field, we welcome the opportunities that present themselves to us from outside, the world at large, as well.**  **There are countless outlets for artists who are technologically and traditionally skilled, and we see it as part of our mission to identify those and to help develop the skills our students need to succeed.**  **We are grateful for the support we receive from the department, the division and the district, because we are then able to better support our students, in building their skills, in preparing them for transfer and in providing real-world training for entry in the field.**   1. **Challenges**   **Our major challenges are not that many, but they are big.**  **We have in the last decade lost two full-time faculty who taught in the discipline. They have not been replaced, leaving only one full-timer to carry the load of the entire program. This affects curriculum development, long-term planning and SLOs, mainly because there simply is not enough time for appropriate oversight. We also miss long-term academic discourse, development and growth among committed and diverse faculty in the discipline, something that ultimately can only manifest through the collaboration and exchange among full-time faculty.**  **Our facilities are hopelessly outdated and a true hindrance to student learning. Our students and faculty are challenged year round by environmental concerns: Unbearable heat during the summer, multiple buckets in all of our studio classrooms to collect rain in the winter, students choosing to sit with their feet in water from a broken pipe that doesn’t get repaired for a week, just so they can learn and work in a classroom that doesn’t have enough seats. And in this particular case the problem was solved by Facilities having to shut off the water because the building was too old and didn’t allow access to the pipe.**  **No access to water in the classroom poses serious challenges in the five studio classes minimum taught there that require the use of water based paints and inks.**  **Our most technologically relevant classroom, the computer lab, lacks a collaborative space for students and instructors to meet and discuss work, a presentation board, and safe seating (none of the chairs are structurally sound). While we have a large number of publications and books for students to use, they are difficult to access and are not located on secure shelves. Materials are stored in a variety of surplus cabinets that are also falling apart.**  **This is an unacceptable educational and institutional standard, a hindrance to student learning and embarrassing. The reputation of the college suffers from this, aside from the negative impact on the program and discipline.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **We are looking forward to the implementation of our revised degree program, including our new and improved courses.** |
| **Plans/Strategies for implementation** | **We are currently building the schedule, and plan to schedule meetings with our part-time faculty to explain and discuss the changes in curriculum and their impact on the program. Implementation as of Fall 2014.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect to see more students on track to and completing the AS degree in Graphic Design and to see an increase in enrollment, as well as degree track students, due to adherence to the prescibed rotations.** |
| **GOAL #2** | |
| **Program or discipline goal** | **We hope to hire one additional contract faculty member together with ArtI.** |
| **Plans/Strategies for implementation** | **Pending district approval and funding.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The students would benefit tremendously from an additional full-time instructor who could share the full scope of their creative background, their academic knowledge and technical expertise across three or four different specialized classes, as well as provide consistency in learning. SLOs would significantly improve. The level of educational commitment that can be provided only by a highly qualified diverse tenured faculty would have enormous positive impact on planning for the future and keep ArtI and ArtD vital, on the cutting edge of technology, and a very strong asset of the department and the division.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Develop and implement a collaborative learning environment in classroom C-9 (computer lab), to align coursework with general business practices in field.** |
| **Plans/Strategies for implementation** | **Pending district approval/funding for upgrade of furniture systems in classroom.** |
| **Outcome(s) expected (qualitative/quantitative)** | **When our computer lab was built, in 1993, the structure of the lab made sense. Our focus at the time was teaching software. The focus has changed. It's essential that our students have the opportunity (and training) to work with each other on projects, whether they are design or illustration-oriented pursuits. Our industry contacts agree that our students are well trained, but they aren't learning how to work with each other in a collaborative manner, which is how they are expected to function in the workplace.**  **We need a hybrid environment where computers exist alongside tables and conference areas where jobs can be discussed, problems solved and work evaluated as it progresses. Our focus is no longer just software–it is imperative that we teach problem-solving and working in group environments.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Clarification of what our program offers, and the process to achieve it.** |
| **Plans/Strategies for implementation** | **Development and publication of materials that clarify how visual arts contribute to the world around us, how students can pursue those arts at Palomar, and what students need to know to complete their chosen degree program in a timely manner.** |
| **Outcome(s) expected (qualitative/quantitative)** | **In interviewing students about our degree programs, we find that they are making uninformed choices about courses, degree programs, and transfer opportunities.**  **By identifying and clarifying what we offer, we hope to increase the number of students who are on a degree track, as well as those who transfer with an A.S. degree from our program. We anticipate that the materials will also be useful to college counselors as well as incoming high school students and high school art instructors.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our goals align with the Palomar College Mission very directly. We seek to provide an engaging teaching and learning environment for our diverse student body, and we do so through our program, our course offerings, our outcomes and our excellent instructors. Our physical environment is a barrier to achieving these goals. The discipline provides career/technical education as well as an AS degree in Graphic Design, both of which address aesthetic and cultural enrichment. We are absolutely committed to helping our students to achieve the learning outcomes to contribute as global citizens, especially creatively and effectively in an ever-changing world. To do this successfully it is crucial that we have a permanent faculty base that is diverse and strong enough to support and guide our students, the adjunct faculty and our program toward the future.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Our goal to hire one additional full-time faculty aligns with Goal 3 of the College's Strategic Plan: recruit, hire and support a diverse faculty who are committed to student learning and achievement.**  **We are addressing Goal 1, Objective 1.8 and 1.9 directly in our 4th goal- Increase SLO data, entry and usage, something we are actually very excited about. Already this year we have come to greatly appreciate the benefits of having SLO data available to aid our planning process.**  **The College's Strategic Plan Goal 4: Facilities and Infrastructure states:**  **Ensure that existing and future facilities and infrastructure support student learning, programs and services.**  **Our goal to update and improve our computer lab (C-9) aligns with Goal 4 by ensuring that our facility supports student learning, and will assist us in training our students to work in a collaborative business environment.**  **Our goal of producing materials to assist students in choosing a degree program in art (and also how to get through the courses in a timely manner) aligns with several district goals. These include Goal 1, Objective 1.6, Define career pathways for diciplines and programs, and Objective 1.1, implementing a coordinated outreach plan.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **The Art Department needs new facilities.**  **The buildings are in a terrible state of disrepair, not only uncomfortably so, but in many areas dangerously so.**  **It is exceedingly difficult to provide truly excellent instruction while the classroom environment is sub-par. Our achievements speak to the quality of our faculty and students, and to their unending dedication to the cause, because our physical learning environment is clearly an obstacle to their success.**  **We hope that after decades of neglect there finally will be College-wide dialogue and planning to address these concerns and that new facilities for our students and faculty will be made a priority.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  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.   \*Second, ALL your resource requests must be prioritized 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 five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **Furniture (desks, tables, chairs, shelving, storage) to modify existing computer lab (C-9) to meet goal of establishing a collaborative learning environment.** | **Goal 3** | **Goal 4 of Strategic Plan (Facilities and Infrastructure)** | **1** | **Our courses have evolved–our environment has not.**  **When our computer lab was built in 1993, the structure of the lab made sense. Our focus at the time was teaching software. The focus has changed. It's essential that our students have the opportunity (and training) to work with each other on projects, whether they are design or illustration-oriented pursuits. Our industry contacts agree that our students are well trained, but they aren't learning how to work with each other in a collaborative manner, which is how they are expected to function in the workplace. Using data gleaned from our SLOs as well as program SLO's, we have adjusted our curriculum to align with this need, but the classroom is getting in the way. Or, rather, not getting out of the way.**  **Our students need a hybrid environment where computers exist alongside tables and conference areas where jobs can be discussed, problems solved and work evaluated as it progresses. We have an extensive library in our lab that is literally out of reach to our students­–the current configuration keeps the shelves too far from them.**  **Our focus is no longer to just teach software–it is imperative that we teach problem-solving and working in group environments to better assist our students in meeting the demands of the market. The existing environment ("soldiers in a row" configuration) makes it impossible to develop these skills productively.**  **The allocation of this resource will align with the College's Strategic Plan Goal 4 by ensuring that our facility supports student learning, and will directly assist us in training our students to meet our goal of teaching our students to productively work in a collaborative business environment.** | **$39,182.40** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **(1) 15" Macbook Pro w/ retina display and apple care plan** | **Goal 3** | **4** | **2** | **The one Contract faculty in the discipline currently uses an eight year old Macbook Pro. The laptop is used as a teaching tool in traditional classes for practical demonstrations and lectures, but also, more importantly, in his digital courses. He is one of the two faculty in the department who teach high-end graphics software. Both contract faculty in our career/technical disciplines (ArtI/ArtD) teach how to use more than seven industry standard 2D vector and pixel based applications, 3D and Animation software, and need the most up-to-date laptops to run programs like Photoshop, AfterEffects and Maya.**  **This need was not taken into consideration or addressed in the PRP year 1, despite the fact that the ability to run the software that one teaches on one's laptop is essential and aligns with the College's Strategic Plan 4.** | **2,800** |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**