**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 Illustration** | **Date 01/30/14** |
| **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.**  **Lily Glass, Jay Schultz** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Illustration 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 Illustration, Visual Communication, and technical careers in the Pictorial Arts.**  **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 traditionally and digitally.**  **We are committed to providing programs and 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 D (Graphic Design) 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 Illustration program's mission is aligned with the Palomar College Mission Statement through our academic goals and focus on career and technical training. The two-year degree we prepares students from all avenues for transfer, as well as endows them with the basic skills necessary to enter into the workforce. We take pride in offering them opportunities 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.)**   **We planned to review and revise our curriculum in regard to the AS degree program in Illustration, and to potentially add a transfer model curriculum.**   1. **How did you implement and evaluate those curriculum changes?**   **We rewrote our course outlines of record, consolidating and updating class content; and we rewrote the AS degree program, reducing the units required for completion from 48 to 36, in compliance with state requirements.**  **Our curriculum changes reflect the most current trends in the industry as well as satisfy articulation requirements wherever applicable. The changes will not take effect until the Fall 2014 semester, at which point we will start a new evaluation process by tracking success and retention rate data, evaluating SLO results, and considering student and intructor feedback. A Transfer Model Curriculum for Graphic Arts (Illustration and Design) does not currently exist.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We made scheduling changes tied to our updated program, eliminating deleted courses from the Fall 2014 schedule and changing meeting patterns and room assignments for a number of the revised courses. We also adjusted our rotations, allowing for a smooth two-year progression through the AS degree program that is most effective in terms of sequencing , assuring that student learning in each course is built on the experience accumulated in the previous semester or works hand in hand with the courses taken at the same time.**   1. **How did you implement and evaluate those class scheduling changes?**   **We based our decisions on enrollment data from the last three years, taking room usage into account. We also considered course rotations. Those changes will not take effect until the Fall 2014 semester. Evaluation will then follow.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **N/A**   1. **What is the current status of the plan you articulated?**   **N/A** |
| 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**   1. **How were those funds spent?**   **We were able to purchase 13 Wacom graphic tablets**   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**   **24 students per class, times the number of courses taught in the computer lab. Approximately 100 students per semester.**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **N/A** |

**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.**  **Over the last six years the data show a steady growth trend in the number of AS Illustration degrees awarded.**  **Overall Pass Rates hold very high at 73% with fluctuations that appear to be cyclical. The same cycle is reflected in very slight dips in our Retention rates, which are excellent, averaging 95 %. Our numerical analysis reveals that FW grades affect average Pass Rates significantly enough to explain the correlation of dips in Retention Rates and Pass Rates.**  **Enrollment data shows an average census load of 80 % and 423.5 WSCH. This, too, demonstrates the program's success. Of great and pressing concern is that 80% of the total FTEF are taught by adjunct faculty, and only 0.35 FTEF are generated by Contract Faculty, compared to the 1.40 Part-time FTEF.**    **Does this data reflect your planning, goals, and activities? If not, why?**  **The data reflect the overall success of our program, but it also points to the areas that we hope to improve. Our goal is to continue on our path of growth and to increase the number of AS degrees awarded. The streamlining of our program and changes in curriculum should have an impact on the number of degees completed, as well as improve student retention by providing clear direction and a precise and reasonable timeline. We also expect a corresponding higher Transfer Rate.**  **Currently our enrollment potential is limited by our facilities. Rooms are at maximum usage, and we don't have the option of adding more sections of the fundamental classes that would filter additional students into the upper-level courses. At the moment ArtI and ArtD share two Contract faculty. Our main goal is to increase this number to three as soon as possible. We plan on increasing oversight of Part-time faculty, involving them further in the SLO process and in planning. Ultimately our program, hand in hand with ArtD, will gain most successes in the long term in collaboration with at least one additional Contract faculty shared by the two discplines.** |
| 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 multiple SLOs in the Illustration Discipline, and In Pictorial Art/Painting, focusing mainly on very specific evaluation of technique, in addition to the existing SLOs that related to concept and content.**  **We were able to enter SLOs and results for multiple sections of of our courses so we could get a thorough assessment of the discipline as a whole, with both technical and academic content in mind.**  **We also reviewed and revised Program SLOs to include a larger percentage of data relating to Digital courses.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **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. There are no computers available for students to use with the instructor's assistance so students can learn how to use the Internet academically and professionally in a way that relates to coursework. SLO results reflect this clearly, especially understanding, evaluation and incorporation of research materials showed an average success rate of only 50% 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 in addition we need to run very loud antiquated air conditioners and conduct classes with open doors, another cause of noise and distraction. 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.**  **Another area in which SLOs show poor results can ultimately be related to inadequate lighting.**  **Over the years there has been a consistent weakness in the ability of students identifying and generating distinct and controlled warm and cold temperature variants of hues in color theory and painting classes, clearly caused by the fact that the Studio Art rooms are not equipped with color balanced studio lights, and only one of them has windows, however unfortunately placed.**  **We also observed variance in SLOs from different sections of courses, a clear indicator of variations in individual Instructors' strengths as well as perhaps inadequate CORs.**  **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. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **We evaluated our Program SLOs during our curriculum review last Fall. The program SLOs at the time were not structured to function as a useful tool to collect enough valuable information and they had to be rewritten so they would help us in our assessment process. We did this in tandem with our curriculum/degree program changes last semester, and we will be able to start inputting results this Spring.** |
| 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).**   **We have considered information from as many different sources as possible, State legislation being one of the primary sources, together with NASAD, the national accrediting agency for art and design and art and design-related disciplines. We referred to the statistical research, policy analysis and curriculum requirement standards they provide in evaluating how our program aligns with four-year programs (public and private) nationally, as well as at the State level. We also closely examined the degree programs and curricula of the CalState and UC schools we feed into to ensure our alignment there, and stayed current with four-year programs offered by the major private schools in the field, including their entry portfolio requirements.**   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.**   **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 students 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, and increasingly so, State. CalState Long Beach recently changed its admission policy and is now allowing Illustration students to enter the BfA Illustration program as Juniors based on incoming portfolio review.**  **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 continous assessment and program adjustments, students applying to Illustration programs (State 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 growing need for Illustrators to work 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 Illustrators 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 illustrators will be most successful in San Francisco, and the hub of publishing is found in New York.**  **Upon successful completion of a BfA degree and/or by preparing a competitive professional portfolio, an Illustrator working in Los Angeles can expect to earn between $50 and $100 per hour, as they would in the Bay Area. Earnings in Publishing are significantly lower.**  **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 there we have observed enormous growth of work opportunities in the Entertainment Industry, Gaming, and Interactive Media, but a steady decline in Publishing.**  **When built on a traditional foundation, high levels of Digital skills, 2D, 3D and Animation now are absolutely essential for being competetive in the field.**  **Our evaluation of curriculi and programs across the board has shown us that four-year programs do not offer the necessary technical training, which gives our students an edge and sets us apart.** |
| 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.)**   **The Labor Market Data (2010-2020) looks promising, especially in the Motion Picture and Video game industries. Illustrators/Animators work as full-time employees as well as subcontractors in all branches of the Entertainment and Gaming Industry. Moderate growth in employment opportunities in the field is predicted even in San Diego County, and Illustrators/Animators here can also expect an above-average salary.**  **Employment trends point to the Entertainment Industry, Gaming, Interactive design markets and Advertising Services as the main industries of employment. This is likely to strengthen, and new opportunities will take shape with development of new media.** |
| 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 success and retention rates. Students with the goal of making a career in the Illustration field are able to, without exception, transfer into 4-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**   **The Illustration program offers a unique opportunity to prepare students for immediate entry into a very desirable workplace while at the same time getting them prepared for transfer.**  **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. Because 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, ArtI, ArtD and Art/Pictorial Art work very closely together, like links in an educational chain. Our degree programs are interconnected via the sharing of courses and through strong collaboration of the faculty in the assessment and curriculum process. Our decisions are informed by each other's needs and our programs 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.**  **As much as we are grateful for of the opportunities that we in the discipline are offered by the support we receive from the department, the division and the district, we are proud of the opportunities we are able to offer 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 and 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 a minimum of 5 studio classes that require the use of water colors.**  **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 curriclum and their impact on the program.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect to see more students on track to and completing the AS degree in Illustration and to see an increase in enrollment due to adherence to the prescibed rotations.** |
| **GOAL #2** | |
| **Program or discipline goal** | **We hope to hire one additional Contract faculty member together with ArtD.** |
| **Plans/Strategies for implementation** | **Pending district approval.** |
| **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** | **Update our studio classroom C3 to current standards of education.** |
| **Plans/Strategies for implementation** | **Pending district approval.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The 24 students in eight classes (nearly 200 seats) taught per week in C3 would be able to do so in an environment that is much more conducive to learning.**  **They would be able to work at tables that allow them to properly use their tools, sit on appropriate and safe chairs, have access to and instruction in the necessary digital resources and applications in class, and they would be able to see and evaluate their work under correctly balanced light. The instructors would be able to use a demonstration space that was ergonomically designed as such and students would be better able to see and follow instruction. SLOs would most definitely improve, but just as importantly, so would morale and motivation to learn. The environment as it is now is depressing; the observed overall difference in mood and classroom atmosphere in C3 vs. even C2 (which is not much better) is noticable.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Increase SLO data collection, entry and usage.** |
| **Plans/Strategies for implementation** | **With input from permanent and adjunct faculty we would like to build and maintain a comprehensive database that will allow us to not only assess general learning outcomes but put into place a cohesive matrix that will allow us to evaluate the program on a yearly basis. This will require regular input of results for all sections offered of each course.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect to gain deeper insight into our program and our courses, allowing us to identify potential weakpoints, challenges and problems in method of instruction. This hopefully will aid in creating solutions that will improve outcomes at the course and the program level.** |

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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, however, is anything but excellent. The discipline provides career/technical education as well as an AS degree in Illustration, both of which address aesthetic and cultural enrichment, and 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 the students, the adjunct faculty, and the 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.**  **Not only do our buildings and facilities not qualify, they actually hinder.**  **Our goal to update and improve our Studio classroom C3 as much as we can is the only thing we can even hope to do to improve facilities, and it is a drop in the bucket. Literally.**  **The Art Department needs new facilities.**   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 dangerously so.**  **The Illustration discipline is most directly affected by the dreadful state of C3, but C3 is part of a greater complex which makes it impossible to simply address C3 and solve all of its problems.**  **It is exceedingly difficult to year after year provide truly excellent instruction while the classroom environment is below 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 certainly is only an obstacle.**  **We hope that after decades of neglect there finally will be College-wide dialogue and planning to address our 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.** | **(30) Classroom furniture sets (adjustable split top drawing tables and stools),**  **C3** | **goal 3** | **4** | **1** | **The 25+ year old classroom furniture in C3 needs to be completely replaced. The drawing table tops incline very unreliably, if at all, and we try to discourage our students from any attempt, because so many of them slam down with tremendous force, if not most cautiously handled.**  **The stools are unstable and can't be adjusted for height. This does not take into consideration that our students vary in height and that this creates a big impact on posture, but the fragility of the stools is of bigger concern. We have a very diverse student body. Our older or disabled students are at high risk when chairs collapse or wobble.**  **The new furniture will consist of split top drawing tables and adjustable heigth stools, both designed for use in an educational environment.**  **A split top drawing table allows for 2/3 of the table to be angled up, and the remaining 1/3 to stay level. This assures that drawing paper or other material is raised while there still is a flat surface for water container, palette and brushes/tools.**  **The table top needs to be raised enough for the student/artist to see their work as straight on as possible, similar to working on an easel. Work produced on a level surface will distort, and that truly affects every single outcome. If students try to work standing and bending over the tables because that is the only way to evaluate their work in progress, they put themselves at risk for hurting their backs. Studio classes are 3 hours long.**  **One common SLO in all of our courses assesses proper studio set-up practices. Can our students demonstrate how to correctly prepare surfaces, and organize and set up tools and materials? They must aquire this knowledge to be able to effectively organize their studio space after they transfer or in their professional work. These are the most fundamental skills every student and future artist needs, but currently it is simply impossible to properly teach.**  **100% of 100+Illustration students per week will be positively affected by providing them with the appropriate studio classroom furniture.**  **Infrastructure would then support student learning and our program as stated in the college's Strategic Plan goal 4.** | **34,330.22** |
| **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.** | **(5) IMac 21"** | **Goal 5** | **4** | **4** | **The addition of 4 iMacs would ensure that Ilustration students in C3 are able to learn how to use the appropriate technology and media to conduct academic research online and how to prepare historic and contemporary reference as it applies to the class content and objectives outlined in the CORs. Especially in the multiple sections of ArtI !00 (currently "Introduction to Illustration", updated and renamed "Concept Sketching" starting in Fall 2014) Course and program SLOs consistently and universally have shown the greatest weakness in this area, which can be attributed to the fact that instruction in professional methods is currently impossible.**  **This course in particular is essential to our discipline, as it is designed to build the drawing and conceptual skills necessary to enter the Entertainment Industry and Gaming, especially important for students who are on a career/technical path and who are looking to enter the workplace after completing the Illustration program at Palomar College. In addition, the work produced in ArtI 100 is a core portfolio requirement for admission to State and private Art Schools, and hence vital for the students' ability to successfully transfer.**  **It is also the primary fundamental course which feeds into all other classes in the program. It is a prerequisite course and required for degree completion. We offer multiple sections, which during the day are are over enrolled, and which at night are full.**  **This request aligns with our goal 3 and the College's Strategic Plan goal 4 by providing a classroom environment for 100+ Illustration students per week that supports student learning in our courses and our program.** | **8000.00** |
| **b2.** | **Panasonic WORKiO DP-8020E copier** | **Goal 1** | **4** | **3** | **The current copier in our classroom is nearing the end of its lifespan and this would replace it.**  **This item addresses Discipline Goal 1 by ensuring that we will be able to address additional sections of ArtI 100 without losing what it an essential teaching tool in the course: the copier. This item of technology ensures that students can make clear, coherent decisions when composing their works, test different ideas in a timely and consistent way, and refine works in subtle ways that will assist them in building their aesthetic, problem-solving and design skills.**  **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 realistic business environment (scalable copiers are a regular part of the creative process in the illustration and design field).**  **This piece of technology is used to assess SLO's in the ArtI 100 course, making it even more essential to the workflow of the class. It is used hundreds of times a day by students, in virtually every class session.** | **1433.80** |
| **b3.** | **(1) 15" Macbook Pro w/ retina display and apple care plan** | **Goal 3** | **4** | **2** | **The one Contract faculty in the discipline currently uses a six year old Macbook Pro that was passed down this year by another faculty whose equipment was updated. The hand-me-down replaced the instructor's previous eight year old model. She uses a laptop as her core teaching tool, in traditional classes, not only for practical demonstrations and lectures, but also in her digital classes. She 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, as well as 3D and Animation software, and need the most up-to-date laptops to run applications like Photoshop, AfterEffects and Maya.**  **This need was not taken into consideration or addressed in the PRP year !, despite the fact that the ability to run the software one teaches on one's laptop is essential and aligns with the College's Strategic Plan 4.** | **2,800.00** |
| **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) | | | | | | | | |
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| **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**