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| **Discipline: Art** | **Date 01/25/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**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.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

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

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

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

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Lily Glass, Jay Schultz, Sasha Jonestein, Mike Hernandez, Mark Hudelson, Fred Levine, Mike Steirnagle, Doug Durrant, Ingram Ober** |

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

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + Enrollment, Enrollment Load, WSCH, and FTEF (<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>).   We are very proud to have more than doubled the number of degrees awarded, and are pleased that, despite a slight drop in enrollment, the retention rates remain higher than 93%.We attribute the drop in enrollment to the changes in repeatability, as well as to the limitations imposed by the CRC/Courses with Related Content.  Overall Pass Rates are 75% , and we are curious how quickly the discussion of SLOs among faculty and the development of additional new instructional strategies will have a positive effect.  An existing, and soon likely beyond pressing concern is the number of full-time faculty teaching in the 2-D and Art History areas of the department.  In both areas currently more than two thirds of courses are taught by hourly faculty, a number which will increase in the very near future due to impending retirements, and the addition of new courses as part of the TMC in Art History. The data we were asked to evaluate is scewed, because it does not reflect the distribution of full-time faculty within the department. We currently have three full-time faculty in the 3-D area, resulting in 75% of classes, serving approximately 250 students, in 3-D programs being taught by full-time faculty. The situation is reversed in the rest of the department, where especially in the 2-D programs at least 75% percent of classes, serving almost twice as many students, are taught by hourly faculty. This situation is way out of balance, and of growing concern if we want our students to continue succeeding. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   We have written, assessed and entered results of program and course SLOs in Pictorial Arts/Painting, Ceramics, and Glass.  The SLOs were selected from the overarching categories of technical competency/media proficiency, 2- and 3-Design skills, aesthetic understanding, verbal skills, written and oral, and we assessed the effiency of our learning environments.  Across the board we are pleased with the technical skills and aesthetic sense that our students develop in our courses and programs, but we can see a very clear negative trend regarding vebal skills, not only in the use of subject relevant vocabulary, but also in terms of the students' ability to clearly express and evaluate ideas and critique projects. We plan to spend addional time helping students develop these skills, and will encourage them to make use of the learning center, and to enroll in additional English classes. In last year's PRP we identified our outdated classroom furniture and equipment as a major impediment to our students' success, as it directly affects their ability to complete their projects at the highest technical level. We are very eagerly awaiting the new furniture for our 2-D area and expect to see a greater percentage of results above proficient. The 3-D area so far has not been adressed, and there we are facing enormous and extremely urgent problems. The 40-year-old kiln, which we use to fire ALL of the student projects enrolled in the Ceramics program, is on the verge of collapse. It has finally reached the point of no return after years of constant repairs. We are experiencing a great deal of stress, since if it can no longer be used, there will be no SLOs in any of the Ceramics courses, or the Ceramics program, because there will be no Ceramics courses or Ceramics program. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   We have continued to consider 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 have stayed abreast of 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 continuously closely examine the degree programs and curricula of the CalState and UC schools we feed into to ensure our alignment there, and are staying current with four-year programs offered by the major private schools in the field, including their entry portfolio requirements.  We have not added new sources, we have, however, used the most recent data   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   Our curriculum and program updates, both implemented and pending, will ensure student success, current and future, especially as far as Transfer Rates are concerned. We will offer the best combination of courses to prepare students for transfer in all of our programs, not only in terms of transferability of credits but also in terms of the knowledge base, skill range and content that is required for admission by private art schools, and increasingly so, by state schools as well.  Students will develop the necessary technical and academic fundamental skills to assemble well-rounded entry portfolios in two years, while at the same time earning to greatest number possible of transfer credits. Curriculum is 100% aligned with TMC content wherever possible. Specifically, Pictorial Arts/Painting courses are a fundamental part of both of the career/technical disciplines, Illustration and Design, and contribute greatly to student success there. Because our outcomes are linked, we assess the three Two-dimensional programs and courses together. Together we serve 600-700 students per semester, and our planning affects all students, in terms of transfer Rates, as well as in preparing students for immediate entry into the workforce.  The TMC in Art History is in the approval process, and the programs in Three-Dimensional Arts have been updated since the last PRP and are currently in the the approval process, as well.  We expect implementation in the Fall of 2015.  Especially the courses in Three-Dimensional Arts have been severely affected by repeatability, and we hope that the careful re-design of curriculum, programs and courses will ensure their continued success in this new educational climate.  Once all of our curriculum and program revisions are completed, the department will be able to consider offering a TMC in Studio Arts, which will be helpful for the students wishing to transfer into four-year programs in Art without having decided on their specialization, or for those intending to major in Art Education K-12, as the TMC satisfies those Program requirements by combining courses in Two- and Three-Dimensional Arts.  Art Education is something we have not yet addressed in the department, and it is through our research that we have become aware of the need.  Because of the clarification and renewed focus on fundamental skills and transferability, and by adding TMCs we believe we will be able to further increase success rates and broaden our base of learners, hopefully off-setting at least some of the damage state legislation has done to our department. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/)**. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)** |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   The conversion of both 2-D and 3-D studios into smart classrooms has made a significant difference in the methods we can use to disseminate information to our students. We are now able to effectively present multi-media projects and course materials, while assuring that all students will be able to see and follow instruction. Now it is possible to seemlessly integrate digital components and hands-on demonstrations and to conduct fully interactive critiques.  We have been going through the process of ordering the studio furniture for C1, and expect to install it over the summer.  As we are currently in the first year of the program changes and curriculum revisions in Pictorial Arts, we are eagerly awaiting initial results. In addition, we are anticipating approval and implementation of the new and revised Glass and Ceramics programs by the Fall 2015.  We awarded more than twice as many degrees last year, a clear indicator of a very positive shift.  The small drop in enrollments we are seeing can be attributed to the challenges posed not only by changes in repeatability,  but also to the limitations set forth by the CRC, rather than to the much greater campus-wide decrease in numbers. Our programs are skill-based and not best served under the current model, especially since admission to four-year institutions is dependent on the quality of entry portfolios. We are hoping that our curriculum changes will be able to off-set some of the negative effects on our programs and ensure that our scheduling remains highly efficient. We are also pleased to have added new course and program SLOs, and are now finding the results a very helpful tool in our analysis and the assessment of not just our students, but our own success.  However, while we are looking back on significant successes we have very serious concerns which we outlined in last year's PRP,  and which have not yet been addressed by the District.  These concerns involve our pressing need for additional full-time faculty, immediate replacement of retired support staff, upgrade of our dangerously old industrial/educational equipment, and lastly, the continued plea for new facilities.  The addition of a full-time faculty position in Pictorial Arts/Painting would assure that there will be at least the absolute minimum of permanent faculty in an area that serves over 400 students per semester, especially as one or possibly both of the two current full-time faculty will retire this year, leaving us with one or no full-time faculty in the largest studio-based area of the department.  The students would also benefit tremendously from an additional full-time instructor in Art History, especially now that we are going to be offering four additional Art History courses as part of the TMC. The impact on student learning that can be made by a faculty member who can bring his/her academic background and expertise to at least five of the higher level courses is huge and would provide much improved consistency in learning. SLOs would very much be positively affected.  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 department's future.  In the last two years we have lost both of two critical support staff, the full-time ISA III and ISA IV, who supervise and maintain the 3-D studio/workshop area. We have been able to replace only one. In addition a 45% ISA I position which supported the ceramics program is vacant. This means we are down 1.45 % positions, and have to rely on short-term hourly staff as replacements to operate complicated and potentially dangerous facilities. Our department budget can only support this financially for half of the academic year. In addition to budgetary concerns, there also is the problem of actually being able to staff the short-term hourly positions, not only because the necessary qualifications involve specialized skills within the discipline, but also because of the 160 days total these employees are permitted to work.  We will not be able to re-hire this academic year's staff, who are familiar with all equipment and procedures, and who both have the necessary academic and technical background that it takes to supervise and maintain the facility. It was extremely difficult to find both of them, and we are not at all confident we can find equally qualified replacements, as the incentives are small (hourly wages, limited length of employment), and individuals with the necessary background look for better opportunities of employemnt.  The ISA I in Glass may retire at the of this academic year... It is very hard not to completely panic. We have no idea how we are supposed to keep our entire department operational with one ISA and no qualified new short-term employees in sight. The addional workload for both faculty and chair will be unacceptable, and certainly will have a detrimental effect on all programs, and ultimately our students. It is hard to be asked to produce positive learning outcomes without the necessary learning environment and staff to maintain it. Related to this are the previously mentioned concerns about the aging ceramics kiln, without which an entire program will come to a halt. It literally HAS to be replaced. Hopefully before it breaks down completely. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

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

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

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

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **Geil Downdraft Shuttle Kiln Model DLB-54S, 54 cu. ft stacking** | **600010** | **3,4** | **4** | **Since the early 1970s the Ceramics program has been depending on the use of one primary kiln, a 50+ cubic feet "car kiln". The materials used to make the kiln have deteriorated significantly, as almost all of the parts date back to the original construction over 40 years ago. There are holes in the sheet metal construction, the chimney is severely cracked and leaning, and the door, hinges, and burners are corroded and warped. This past fall the kiln had its first major failure after years of continuous small repairs, forcing us to begin taking the kiln apart to diagnose the deeper issues. As we started dismantling the key parts – solenoid, burners, pilots, gas lines and computer – each disintegrated under the mere stress of being disassembled. In addition, the door hinge at this point is so warped that the door barely closes, and it in fact takes a strong male to do so, a problem for any female faculty or assistant. Once in operation, an incredible amount of heat escapes from the seams where the kiln and door don’t entirely meet.**  **The "computer", which regulates the kiln's tempratures of many hundreds of degrees, does not provide accurate readings.**  **From a financial perspective a replacement kiln would pay for itself in savings in mere fuel economy.**  **The Geil kiln being requested is lined with softbrick with a downdraft system that fires efficiently and evenly.**  **It is the standard kiln used in academic studio environments across the country, including nearby SDSU, Grossmont and Southwestern Colleges.  Geil covers the kiln and its installation by warranty, offers maintenance and repair service and the kiln has updated safety systems in place – none of which have ever been in place with our current kiln, as it was built by department faculty four decades ago.**  **We would be able to provide a productive learning environment, and much increase student success. Currently almost half of the student projects break during unpredictable firings.**  **This equipment affects every aspect of our ceramics program, which is the largest in the 3-D area, serving two thirds of students enrolled in 3-D programs. Without this primary kiln, students are unable to complete a single assignment or meet any SLO standard, let alone produce a semester’s worth of coursework. If we can not replace this piece of equipment as soon as possible, our program will come to a halt in the very near future. The new kiln, if maintained, should last us the next 30+ years and will allow our program to continue to meet its student demand.** | **$65,000** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **b1.** |  |  |  |  |  |  |
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**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

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

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

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

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

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

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

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Geil Downdraft Shuttle Kiln Model DLB-54S, 54 cu. ft stacking** | **600010** | **3,4** | **4** | **Since the early 1970s the Ceramics program has been depending on the use of one primary kiln, a 50+ cubic feet "car kiln". The materials used to make the kiln have deteriorated significantly, as almost all of the parts date back to the original construction over 40 years ago. There are holes in the sheet metal construction, the chimney is severely cracked and leaning, and the door, hinges, and burners are corroded and warped. This past fall the kiln had its first major failure after years of continuous small repairs, forcing us to begin taking the kiln apart to diagnose the deeper issues. As we started dismantling the key parts – solenoid, burners, pilots, gas lines and computer – each disintegrated under the mere stress of being disassembled. In addition, the door hinge at this point is so warped that the door barely closes, and it in fact takes a strong male to do so, a problem for any female faculty or assistant. Once in operation, an incredible amount of heat escapes from the seams where the kiln and door don’t entirely meet.**  **The "computer", which regulates the kiln's tempratures of many hundreds of degrees, does not provide accurate readings.**  **From a financial perspective a replacement kiln would pay for itself in savings in mere fuel economy.**  **The Geil kiln being requested is lined with softbrick with a downdraft system that fires efficiently and evenly.**  **It is the standard kiln used in academic studio environments across the country, including nearby SDSU, Grossmont and Southwestern Colleges.**  **Geil covers the kiln and its installation by warranty, offers maintenance and repair service and the kiln has updated safety systems in place – none of which have ever been in place with our current kiln, as it was built by department faculty four decades ago.**  **We would be able to provide a productive learning environment, and much increase student success. Currently almost half of the student projects break during unpredictable firings.**  **This equipment affects every aspect of our ceramics program, which is the largest in the 3-D area, serving two thirds of students enrolled in 3-D programs. Without this primary kiln, students are unable to complete a single assignment or meet any SLO standard, let alone produce a semester’s worth of coursework. If we can not replace this piece of equipment as soon as possible, our program will come to a halt in the very near future. The new kiln, if maintained, should last us the next 30+ years and will allow our program to continue to meet its student demand.** | **$65,000** |
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| **27.** |  |  |  |  |  |  |
| **28.** |  |  |  |  |  |  |
| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

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

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **ISA III** | **212210** | **3,4** | **4** | **By next fall we will be down one 40-hour and two 18-hour ISA staff positions which provide support in the department's 3-D workshop/studio area. In addition the only full-time ISA we have been able to replace is on a 10 month contract, leaving us with no staff during the only two months of the year we can use to repair, maintain and clean our equipment. We do our complete full inventories during the summer months, and we use the time to update safety and material data and prepare for the semester. Full-time ceramics, glass, and sculpture faculty would have to get paid at their instructional rates to complete at least a percentage of the necessary tasks, if they are available at all during their time off contract. This, from a purely financial perspective, does not benefit the district. Our support staff are a crucial component in the success of our 3-D programs. They manage a wood shop full of power tools, a kiln yard with 7 ceramic kilns, a glass blowing facility with multiple furnaces and glory holes, a foundry, welding station, plaster work room and various mixed media areas. This involves close oversight of students while they are working as well as the constant labor of firing, loading and unloading kilns, making glazes, maintaining inventory, general upkeep and cleaning of studios and frequent repairs to the wide range of equipment.**  **Safety, of course is a number one concern, especially since**  **our studios are open and in use daily from 8:00am to 9:30 pm. Without replacing the ISA III position our programs will be unable to sustain themselves in the long run – students will not have the lab access necessary to complete their coursework, affecting not only learning outcomes, but also their ability to transfer into four-year programs.**  **The inevitable yearly replacement of the 3 short term employees (no matter how quaified) who are required to "backfill" the position since we lost it, provides neither the committed, consistent and experienced labor, nor the academic insights pertaining to our programs. Our ISA III position needs to be replaced if we want to be able to support our 3D programs, students and faculty alike.** | **$82,166** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
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| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**