

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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.)

Discipline: Art

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	1,984	1,677	1,696	<i>Self Explanatory</i>
Census Enrollment Load %	98.03%	89.85%	92.36%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	9,149	7,738	7,833	Weekly Student Contact Hours
FTEF	304.98	257.92	261.09	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	17.11	17.09	16.69	Total Full-Time Equivalent Faculty
WSCH/FTEF	535	453	469	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	6.67	5.67	7.67	FTEF from Contract Faculty
Hourly FTEF	10.44	11.09	8.69	FTEF from Hourly Faculty
Overload FTEF	-	0.33	0.33	FTEF from Contract Faculty Overload
Part-Time FTEF	10.44	11.43	9.02	Hourly FTEF + Overload FTEF
Part-Time FTEF %	61.04%	66.85%	54.06%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	94.82%	95.09%	94.95%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	77.98%	75.53%	75.45%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	7	7	6	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	1	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	1	-	-	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Census enrollment load is quite high, which is expected since we have made a concerted effort to weed out low enrollment classes early and currently have very few cancellations. We have few rooms available for additional classes, and the Photo department's use of our computer lab makes student lab time nearly non-existent, which is becoming a concern. We still have a large adjunct faculty pool due in part to unfilled contract faculty positions due to retirements.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.) No changes anticipated (the art disciplines don't fluctuate much in response to labor/workforce trends).</p>	
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) We are looking at course rotations for our degree programs, after discovering some issues with the Design and Illustration programs that have been adjusted and will change as of Fall 08.</p>	

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc. We are in line for a computer lab upgrade, which will keep our classes and students current.</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc. We are getting a good handle on how to allocate our resources, due in part to diligent work between the chair and ADA, and some recent budget additions in particular areas. The next year will be an interesting budget year. Stay tuned.</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. We do have limited room for growth in our classes since the classroom needs are so specific to the discipline being taught. An additional studio art classroom would be beneficial and would allow for more efficient class scheduling and the addition of more core class sections.</p>	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years Primary need is to replace the two losses due to retirement/reassignment in Commercial Art area (which currently has two contract faculty). Secondary need is a contract faculty position in Glass area, currently staffed solely by adjunct. We also have a continuing need for another contract Art History instructor, as many of those classes continue to be filled by adjunct instructors.</p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. We rely extensively on student hourly support in our Ceramics program, and need to convert a 40% Instructional Support position to a full time position to maintain continuity in the program (which student hourly personnel are not able to provide).</p>	
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Strategic plan point: Provide up-to-date technology and related technical and equipment support for instructional purposes. Our programs are dependent on technology, and over the past two years, and through consultation with our faculty as well as our classified staff, we have prioritized equipment that needs to be replaced. We have recently been able to make several capital acquisitions that have made an enormous impact on our ceramics and foundry programs.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Learning outcome from an Art 100 (Fundamentals of Art) course.

"Which of Édouard Manet's paintings is considered to be one of the earliest examples of "modern" art? Why is it modern? What makes it so different from the aim of earlier paintings? In your discussion, address both the subject matter and style of the painting

A quantitative assessment is used to evaluate the response to this question.

These are the results from the Fall 2007 semester:

40% responded with complete understanding (100% score),

40% responded with good understanding (90% score)

20% responded with moderate understanding (70% score).□

b. Discuss a learning outcome that is observable yet difficult to measure.

Many learning outcomes in studio art classes are difficult to measure quantitatively unless they are presented in a quantitative way to the students (which isn't always the case). For example, when discussing composition, there are quantitative methods that can be used to create a "pleasing" composition. However, there are *always* exceptions to these methods that often result in *more* pleasing compositions. Thus an observable success by a student isn't always easy to quantify based on a "taught" method.

7. Describe a discipline accomplishment that you want to share with the college community.

There are two accomplishments we are particularly proud of, both involving our 3D area. First, is "From Dust to Decadence", a ceramics invitational show curated by our newest faculty member, Sasha Reibstein. The show has been reviewed in national publications and has brought a tremendous amount of positive attention to the Boehm Gallery and its new director, Joanna Bigfeather. Second, another new addition to our faculty, Ingram Ober, has organized an exceptional visiting artist/speaker series, which has given our students, as well as community, a chance to see and hear contemporary artists. This has been extremely well received and appreciated by students.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

None that I am aware of.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

N/A

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Doug Durrant

Fred Levine

Sasha Reibstein

Mark Hudelson

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.