

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Art
Department Name:	Art
Division Name:	AMBA

Please list all participants in this Program Review:

Name	Position
Mark Hudelson	Dept. Chair
Fred Levine	Faculty Member
Ingram Ober	Faculty Member
Sasha Jonestein	Faculty Member
Michael Hernandez	Faculty Member
Bo Kim	Faculty Member
Lily Glass	Faculty Member
Jay Schultz	Faculty Member

Number of Full Time faculty	8	Number of Part Time Faculty	22
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Please list the Classified positions (and their FTE) that support this discipline:

Note: These positions support all three disciplines in the Art Department:

- Academic Dept. Assistant, 100%
- Instructional Support Assistant II (Arts Media Library), 100%, 11-Month
- Instructional Support Assistant I (Arts Media Library), 40%, 10-month
- Instructional Support Assistant IV (3D, Glass, Ceramics), 100% Instructional Support Assistant IV, (all studio areas) 100%

What additional hourly staff support this discipline and/or department:

Three short-term hourly staff

Discipline mission statement ([click here for information on how to create a mission statement](#)):

The mission of the Palomar College Art Department is to create a challenging and inspiring learning environment that educates our diverse student body in Art History, aesthetic awareness, and provides a strong foundation in the techniques and processes of producing visual art.

We are committed to providing programs and art facilities that promote the integration of the making of art with its critical interpretation and history. We offer studio courses in Two-Dimensional, Three-Dimensional and Digital Arts that are designed to not only address technical development, process comprehension, and material sensitivity, but to emphasize content, concept and cultural framework, historical, as well as contemporary. Our Art History offerings are designed to meet the highest academic standards for transfer. They introduce and expose both Art and non-Art majors at Palomar College to theoretical concepts, diverse cultural identities and historical and global developments in all branches of the Visual Arts, while at the same time developing their aesthetic awareness.

We welcome and encourage interdisciplinary approaches within and outside of the department, and seek to provide well rounded two-year degree programs for transfer, while also preparing students for careers in the Visual Arts.

We strive to provide an all inclusive and supportive academic atmosphere that fosters creative growth, critical thought and intellectual dialogue, while building a strong technical basis of knowledge and skill.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

Since our Spring 2017 PRP, we have instituted a Studio Art AA-T and an Art History AA-T this Fall 2017.

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

Enrollment: 1,816 students took our courses in Fall 2016, compared to 1,834 in 2015, and 2,163 in 2014.

Fill Rates: Our fill rates were 90.35% (1,816 out of 2,010) in Fall 2016, compared to 88.47% in 2015, and 88.83% in 2014.

WSCH/FTEF: Our WSCH/FTEF in Fall 2016 was 524.71, compared to 466.96 in 2015, and 448.30 in 2014.

Reflection and Analysis: Our enrollment dropped by about 15% from 2014 to 2015, and then by about 1% from 2015 to 2016. So although our overall trend is declining enrollment, that rate has subsided considerably over the past year. The primary reason for the initial enrollment drop was the lingering effects of non-repeatability, which affected our studio courses particularly hard. Many of our students took our classes multiple times to further develop their skills. To address this issue, we, in the Art Department, have increased our outreach efforts and tightened up our course offerings, and this has resulted in stabilized enrollment. This greater efficiency in our course offerings is evident in our fill rates, which have increased from 88% to just over 90% in the last reporting period. Similarly, our WSCH/FTEF ratio has also improved to nearly 525, the college's efficiency goal, from a low of 448 in 2014. Thus, this is a testament to our department's faculty that, despite a dip in enrollment, we have become more efficient in filling our classrooms and in creating more optimal faculty-to-student ratios.

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.**
- B. Review your discipline's course success rates over the past five years.**
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success**

Standard for Discipline Course Success Rate:	70%
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Why?

Our discipline's success rate has been tied to the college's at 70%. Our curriculum includes degrees (AAs and AA-Ts) and certificates, as well as courses that satisfy basic Humanities requirements for transfer to UC and CSUs. In that regard, the Art discipline of the Art Department has done well the last three years, consistently attaining better success rates than the college as a whole: 75.4% (Fall 2016 vs. college success rate of 70.9%), 75.9% (2015 vs. college rate of 70.2%), and 74.9% (2014 vs. college rate of 69.9%). It is not possible to efficiently compare instruction across modalities or locations at this time. Our last reported data for a DE class was Fall 2011. We have just offered our first DE class this Fall 2017 (Art 100), and plan to offer more, but we don't have that data, yet. Regarding locations, due to cuts in recent years we have eliminated our course offerings at satellite locations, with the exception of a single Art 100 at Escondido. However, we do have Art 100 courses in the pipeline for the South Education Center, Camp Pendleton and Ramona, so we hope to see successful completion rates at these sites.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.
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We in the Art Department are proud of how much we accomplish in terms of educational success (as evidenced above), despite an overall trend of cutting classes and dwindling resources. In effect, we're doing more with less. This can only be accomplished by a faculty who are all working together for student success. Even in a homogenous department, that can be difficult. It's all the more amazing within a department as varied as ours. From lecture courses to a wide-range of studio courses, and from certificates to degrees, we as a faculty work extremely well together not only in the betterment of our students, but also in community and student outreach. Whether it's our fantastic gallery exhibitions led by our Director, Prof. Sasha Jonestein, to our great CTE offerings (as discussed in the ArtD and ArtI PRPs) that meet community business needs, to our pottery and glass sales that bring in the public and prospective students, much of what we do is focused outward toward attracting people to the Art Department and Palomar College.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

An area where we could improve is in our awarding of degrees and certificates. Our retention rate in the Art Department has been over 92% for the last three years. This is good. But we've conferred fewer degrees/certificates over the last three years: from nine in 2013-14 to only two in 2015-16. (This is still more than the single degree awarded in 2010-11, and the same as 2011-12, when two degrees were awarded.) We've worked to improve this by removing certificate programs that are no longer reflected by our class offerings (for example, printmaking and stained-glass), and adding two transfer degree programs: Art Studio AA-T and Art History AA-T. If the courses associated with these programs are allowed to grow, we will have two fantastic transfer degrees, which should be very enticing to students, along with our existing AA degree offerings in Painting, Ceramics, Crafts, Glass, Jewelry & Metalsmithing, and Sculpture. Regarding feedback from last year's review, there was a question regarding the low enrollment of some of our night classes. On recommendation from administration, we've eliminated two evening Art 100s from our offerings, leaving us with only a single evening class in Spring. We're confident this class will fill efficiently.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?

The biggest unanticipated factor has been the further directive to increase efficiency with fewer class offerings that have better fill rates to help the college out of deficit spending. While cost-cutting isn't "unanticipated," I think we're surprised at how long the fiscal austerity period has lasted. Along these lines, while our classes have become more efficient in terms of faculty to student ratios, the increase to our class minimums can be frustrating. Students in our studio classes depend on low student to instructor ratios for the course objectives to be taught effectively. In the drive for more WSCH, recent increases to minimum enrollment is challenging. Also, it seems that classes that are low enrolled weeks away from the semester's start aren't being given the chance to grow in the first week of classes. This seems to hit Art offerings particularly hard, since some of our students find their way into our classes after some schedule juggling within that first week. Furthermore, although we were

approved for a new faculty member (#14 on the list of 20 campus-wide slots), we've heard nothing about the funding for this position.

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Art Department faculty are constantly reviewing SLO objectives and results within their respective programs, based on course data. The results have reinforced that students are meeting the objectives of the respective courses by understanding principles and techniques, and building a deep knowledge of aesthetic ideas and historical knowledge. The data has also shown that inadequacies in facilities (i.e., a lack of wheels in Ceramics, equipment in Glass, lecture space for Art History) is hampering some of the learning objectives that we've set for our students. As an example of our SLOs and their results, students in our Art 160 (Glassblowing/Glassforming I) class were evaluated on their ability to control glass in a molten state through production of blown glass forms. Through instructor observation and critique, 70% of the students were able to demonstrate this proficiency in an above average manner. In Art 100 (Introduction to Art), just over 79% of students were able to correctly identify works of art by artist/architect, title and period. The assessment method here was through ten timed slide identifications (30 seconds per work of art). In Art 135 (Ceramics I), there was an 87% success rate in students' ability to build a hollow object with structural integrity, without cracking, warping or breakage during three phases: building, drying and firing. This assessment was made through instructor visual inspection of student work. In Art 220 (Introduction to Painting), students were assessed on their ability to create values in black and white from a still life set up. Through instructor observation and evaluation, 85% of students were able to create a full range of values, establishing form, volume and light from the still life. Art 260 (Sculpture I) students were evaluated on their ability to manifest the proper relationship of materials, process and technique as they relate to their original works of art. In this case, students were assessed at the beginning and the end of the semester, through an oral presentation and defense of their work, which included sketches, journals and other preparatory materials to accompany their works. In this sample class of ten students, nine were proficient in this objective, and one was "highly proficient." Although this is just a small sampling, the Art Department is setting measurable, relevant learning objectives and, for the most part, students are meeting or exceeding expectations in these areas. In every case, the percentage of students mastering an objective could be better. Through evaluation of these results, faculty in their respective programs are able to gauge student success and adjust instruction if needed, or request better equipment and/or facilities if that is determined to be the primary area of need.

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Hire a contract Art History instructor.		X	
Update of our facilities.		X	
Implement AA-T degrees in Art Studio and Art History.	X		
Complete AA degree programs in 3D Arts.	X		
Hire a contract Drawing/Painting instructor.	X		

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1

ANNUAL PROGRAM REVIEW AND PLANNING

Program or discipline goal	Hire a contract Art History instructor for the Art discipline.
Strategies for implementation	Completed Faculty Request and was approved as #14 on the list of 20 positions for hire. Waiting for final word on the status of this position.
Timeline for implementation	The timeline is up to Administration and, undoubtedly, fiscal restraints.
Outcome(s) expected (qualitative/quantitative)	Fulfill course requirements for new Art History AA-T and better serve our diverse student population by offering Non-Western Art courses.
Goal #2	
Program or discipline goal	Update Art Department facilities and equipment.
Strategies for implementation	Make it clear that our facilities and equipment are unsafe, outdated and in need of repair/overhaul.
Timeline for implementation	FY 2018-19.
Outcome(s) expected (qualitative/quantitative)	Better meet the needs of our students through adequate learning environments.
Goal #3	
Program or discipline goal	Evaluate and update SLOs.
Strategies for implementation	Individual faculty will update course SLOs. The department will evaluate program SLOs.
Timeline for implementation	FY 2017-18.
Outcome(s) expected (qualitative/quantitative)	More effective instructional objectives as a result of data reflection.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Mark Hudelson
Date	Nov. 6, 2017

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean

Reviewer(s)	Norma Miyamoto
Date	Nov. 25, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Enrollments and fill rates are strong. The disciplines' success rate is higher than the College's rate of 70%. It's clear that faculty are committed to their students' success. This PRP is thoughtful; it's clearly a roadmap for continued success. Many thanks to the Department Chair for his leadership and attention to detail.

2. Areas of Concern, if any:

Facilities improvements are sorely needed. The glass classes do not have a dedicated lecture space. There needs to be continued dialogue in this regard.

3. Recommendations for improvement:

You may want to examine ways to improve student advising in an effort to improve the number of completers of certificates and degrees.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by Vice President	
Reviewer(s)	Jack S. Kahn ,Ph.D. VPI
Date	1/7/2018

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Sorry to repeat myself but I love your mission- it's so passionate and student centered (and well-written)
2. Excellent discussion of productivity etc. and I agree 100% while you are slightly smaller this year than last it is significantly less of an issue compared to the college as a whole – the strategies you are using are quite good and strong and I agree you have wonderful faculty.
3. Success arte are also discussed really well- I am eager to learn what other DE courses you wish to offer and how we can assist to be sure you get the assistance to do so – do you know about our new Instructional Designer?
4. I appreciate the analysis of the difficulty of managing a diverse department and still doing so well- you are champions in assisting the college move forward- I mean that sincerely.
5. I appreciate the work you have done with certs- we are asking the whole college to do so.
6. I understand your frustration about class minimums etc. Id love to chat more with you in person about this – Palomar has some unique challenges that make it hard to support any individual smaller programs etc. However, as stated, you are doing extremely well and I think will starts seeing some growth and opportunities.
7. The SLO section and examples are fantastic- thank you so much for sharing this- I think the examples could also help areas that struggle with more authentic/qualitative observations for outcomes- well done.
8. The goals make good sense
9. The report is excellent- I'm consistently impressed with this program!

2. Areas of Concern, if any:

1. Please see if any other certificates are not being completed and whether it makes sense to keep them at this time. (You may have already thoroughly done so but some new data will be sent out this spring to all areas)

3. Recommendations for improvement:

1. None, this is a model for the campus in terms of a report but also in terms of the hard work and dedication to students, community, and the district. Bravo!