Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Art

Discipline Name
Art (ART)

Department Chair Name
Mark Hudelson

Division Name
Arts, Media and Business Administration

Website address for your discipline
https://www2.palomar.edu/art/

Discipline 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.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Art History, AA-T
Pictorial Arts - Painting, AA
Studio Arts, AA-T
Three Dimensional Arts - Ceramics, AA
Three Dimensional Arts - Crafts, AA
Three Dimensional Arts - Glass, AA
Three Dimensional Arts - Jewelry and Metalsmithing, AA
Three Dimensional Arts - Sculpture, AA

Please list the names and positions of everyone who helped to complete this document.
Mark Hudelson, Chair, Art History Professor
Kim "Bo" Hwang, Drawing and Painting Assistant Professor (faculty request for Drawing & Painting position)

Full-time faculty (FTEF)
8

Part-time faculty (FTEF)
17

Classified & other staff positions that support this discipline
Paul Helling, ADA, 12 months, 100%
Karen Warner, Visual Media Librarian, 11 months, 100%
Keri McNamara, ISA, 11 months, 20%
Wes French, ISA, 12 months, 100%
Tim Murdoch, ISA,12 months, 100%

Additional hourly staff that support this discipline and/or department
None. We have short-term hourly workers and student hourly workers, but no hourly "staff."

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
Each of our degrees and certificates has a separate set of program learning outcomes. These outcomes are spelled out in Nuventive (TracDat) for each of these degrees. However, regardless of the degree or certificate, our outcomes do communicate effectively the breadth of coursework required for each completion (in terms of various artistic skills or knowledge sets), as well as the depth of knowledge required for the program (in terms of progression from introductory to advanced art courses). Within the Art Department, our ArtD and ArtI disciplines align with employer expectations, and these are explained in the separate PRPs for those disciplines, where employment data are more fully explored. Still, within the Art discipline, the knowledge that students acquire within our programs prepare students for the application of these skills/knowledge within the workplace, whether it's in a studio environment (as a designer, illustrator, muralist, etc.) or more of an academic environment (gallery work, museum docent, etc.). Each of our programs' outcomes specify the variety of courses (sometimes in different departments) needed to master a given discipline, as well as the depth of knowledge required from beginning to more advanced concepts. With regard to transfer expectations, our program outcomes are designed with our specific degrees in mind, and these degree requirements meet lower division requirements at the CSU and UC systems. We have also recently produced academic maps with Counseling to ensure that students' transfer expectations are clearly met. We have geared our general education requirements to the IGETC model, thus giving our students a maximum chance for success, whether their goal is an AA, or a CSU or UC transfer.

Describe your program's plan for assessing program learning outcomes.
Our plan is to review our program outcomes every three years, according to the cycles stipulated in Nuventive (TracDat). These program reviews are informed by evaluations of our course SLOs to be sure that our classroom instruction is effective and, therefore, our programs are meeting students' needs. Additionally, we review our programs to be sure they are aligned with transfer requirements and, especially in the case of our CTE programs, with employer expectations.

Summarize the major findings of your program outcomes assessments.
Individual courses within our programs are assessed (and continue to be assessed) through the SLO cycles, and the results have shown that our students are grasping the material, with the sequencing of our classes helping students to develop deeper knowledge within specific programs. Recent assessment has revealed two areas that we need to address in our program review: 1) we need to create program outcomes for our two newer degrees: the Art History AA-T and the Studio Arts AA-T. And 2) as we have recently begun producing academic maps related to Guided Pathways, we've found that some of our degree programs are rather top heavy in terms of units. While students completing these degrees leave Palomar College with an extremely well-rounded knowledge of a given program, it's also important that we create opportunities for students to complete their degrees within, ideally, four-to-six semesters. Thus, one of our major findings is the need to re-evaluate and consider trimming some of our degree programs.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- Associate Degree GE Requirements
- CSU GE Requirements

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
Last year (2017-18), we had four degree completions. Three were AA-T degrees and one was an AA.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Increased

What factors have influenced your completion trends?
Our completions have doubled since 2015-16, but are down from a five year high in 2013-14, when we had nine completions. The drop from five years ago is probably attributable to the elimination of repeatability, as well as declining enrollment. However, the recent uptick in degree completions may be due to our recently added transfer degrees, which made up three-fourths of our current completions. Transfer degrees were only one-third of completions in 2016-17, and we didn't offer any AA-Ts before that.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
75.0%

Why did you choose this standard?
Last year, our program's standard for Discipline Course Success Rate was 70%, which was tied to the college's standard for course success. Our rate has consistently outpaced the college's, with our highest success rate of 77% achieved both last year (2017-18) and the year before. Our success rate did dip down to 74% in the 2014-15 academic year, so we feel that 75% is above the college's average and attainable for us.

What is your Stretch goal for COURSE success rates?
78.0%

How did you decide upon the goal?
Achieving a 78% success rate would anticipate that we could improve upon our two-year high of 77%. While this is a higher goal, this should be attainable, especially with more efficient academic maps that we've created under Guided Pathways. We're hopeful that this added clarity for students will help them achieve their goals of reaching degrees by setting them on clear academic paths.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
Each time we reassess our curriculum and methodologies through SLOs, we're able to improve upon our course-level assessment methods. Examining how our assessment methods gauge student success, and whether student success is improving, informs our approach to gathering and analyzing student comprehension data. As we progress through the SLO process, we're able to add more measurements of differing student outcomes, therefore expanding the breadth of knowledge that students are gaining through our courses. For example, in our Beginning Drawing class (Art 102), we began by assessing students' ability to simply identify a focal point in a work, to now, with an additional SLO, gauge their success in rendering three-dimensional forms on a two-dimensional surface.

Summarize the major findings of your course outcomes assessments.
With our students' success rates climbing, and with our overall retention rate at 94% (only the second time it's reached that high point in the last five years), we're confident that our course assessments, and any needed curriculum adjustments that those assessments indicate, have been successful. And with Guided Pathways, we are redoubling our efforts to create a logical, achievable sequence of courses that increase students' knowledge, and success, within a given degree program.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting

students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?
Because of the wide variety of coursework and degrees within the Art Department (drawing, painting, ceramics, glass, sculpture, art history, jewelry-making, etc.), there is an equally long list of careers available for our graduates. Some of these careers include fine artist, illustrator, muralist, museum or gallery manager, portrait artist, art educator (either primary or secondary school), curator, art therapist, art administrator, printmaker, character designer, creative director, art consultant, desktop publisher, art director, commercial or industrial designer, floral designer, graphic designer, set or exhibit designer, museum technician or conservator, and archivist.

Some of the emerging careers for art majors establish close coalitions with some of thriving industries such as marketing, business (such as concept art, storyboarding for the film industry), and computer science (such as web design). Some specific areas within the arts that have shown rapid growth include archival work, curators, glaziers, museum technicians and conservators, set and exhibit designers, and web developers.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
The art-related occupations available to our graduates require them to have a broad knowledge of art history, along with knowledge specific to certain disciplines. For example, a museum conservator position will require art historical knowledge, along with some studio awareness of artists' supplies and their composition. Some specific knowledge points that our students acquire through our programs include proficiency in composition, visual balance, color relationships, anatomy, design, sculptural principles in many media (clay, bronze, glass, oil, acrylic, etc.), texture, positive vs. negative space, spatial illusions, light effects, art terminology, art materials, iconography, and art history.

There are a variety of skills our students acquire from our classes for the previously mentioned art-related occupations, and even for non art-related jobs they may pursue. These learned skills include adeptness at visual analysis, research and writing, clear communication, planning, and professional presentation of work.

The abilities, or innate traits that our students possess, which we bring out and refine through our courses and instructors, include problem solving, organization, and critical thinking.

How does your program help students build these KSA's?
All of our courses, from drawing and painting, to three-dimensional arts like ceramics, sculpture and glass-making, to art history, teach our students about the discipline of art and art-making (knowledge), develop their ability to produce art (skill), and refine and channel their nascent talents (ability). And our program as a whole imparts these KSAs in an inclusive, welcoming, rigorous academic environment.

An example of one course within our program that addresses these issues is drawing. The key emphasis in a beginning drawing class is on building the foundations of visual elements, such as tonality and color relations in modeling forms, creating the illusion of space, and combining narrative with images. The drawing courses touch the core values of a liberal arts study, namely disciplined thinking, refined judgment, and creative synthesis. With these goals in mind, our students start with observing nature, evaluating their experiences, tapping into their imaginations, as well as pulling in cultural and social issues. These are all

sources of creativity. Our instructors then teach students how to access these intangible elements and visually communicate them by providing them with a structured knowledge in visual perceptions and materials.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
The Art Department engages with the community in several ways. Twice a year we have our Art Sale, where students are able to experience the pride and satisfaction of selling their work to the public. And conversely, these sales are a great showcase to the community of our students' KSAs! Connected with our Spring Art Sale is our annual Art Department Open House, where all of our classrooms are open in the evening for the community to see student work displayed and instructors giving demonstrations (glass blowing, ceramic wheel throwing, and a bronze pour are always highlights). The community gets to see our facilities, art equipment, and faculty, and how all of this comes together for the production of fabulous works of art by accomplished students. During the Open House we also have our annual Student Art Exhibition in the Boehm Gallery, where some of our best student pieces are on display for the community. Additionally, we participated in last year's inaugural House of Humanities and passed out literature regarding our programs and degrees. We are currently connecting with the Fashion area to coordinate their Fashion Week with our Spring Art Sale. We accommodate and sometimes help lead campus tours for high school groups, arranging for art demonstrations to occur during their time in our area. We also hold an annual Art Scholarship Competition in conjunction with the Palomar College Foundation, awarding hundreds of dollars to deserving and talented Art Department students. And finally, we are always looking for ways to expand our presence beyond our San Marcos campus. We have offered art classes at our Rancho Bernardo campus, and have met with both the Fallbrook campus, as well as the Fallbrook School of the Arts, to bring Palomar art classes to the North County. Our Sculpture professor, Ingram Ober, has been very involved in public art commissions, including a piece of his that has been on display in the San Diego International Airport, where his name and Palomar College affiliation are identified for the thousands of people who use the airport. Finally, an outreach effort also has been conducted by our Painting professor, Bo Kim. Since last year (2018) he has been offering lectures, demos and juried art shows at local art centers, including the Escondido Art Association (2018) and Valley Center Art Association (2019). As the participants of these events include a large number of high school students and local art enthusiasts, this type of direct engagement has created a great opportunity to introduce our program to the community. In 2018, many of our faculty members participated in the new biannual art show that was organized by the California Center for the Arts in Escondido, showcasing their artwork, as well as the artwork done by some our outstanding students.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Hire an Art History Assistant Professor.

Is this a new or existing goal?
Existing

Goal Status
Completed

How will you complete this goal?
We were fortunate enough to hire Prof. Elaine Wilson at the end of Fall 2018. She began teaching for us as a contract faculty member this semester (Spring 2019).

Outcome(s) expected (qualitative/quantitative)
Having lost Dr. Fred Levine to retirement recently, the hiring of Prof. Wilson brings us back up to two full-time art historians. And with Prof. Hudelson teaching a reduced load due to department chair duties, having Prof. Wilson has filled a critical need. With art history classes making up the largest percentage of our WSCH, having two contract faculty allows us to meet more often with students and collaborate on course evaluation (SLOs) and program direction. The addition of Prof. Wilson is both a qualitative and quantitative plus for our department.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
One of our departmental missions is to create an educational atmosphere where students are taught by instructors who are invested in the college and its community. Full-time instructors have a greater stake, and usually are more involved, in college committees and governance, including mapping and assessing our Guided Pathways initiative. They are also able to have contact with more students through their full-time load. Having this new position filled helps us to better serve our students through a professor who is involved with our students at both a departmental and college level.

Expected Goal Completion Date
12/21/2018

Goal 2

Brief Description
Update Art Department facilities and equipment.

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
We hope to address this goal in next year's PRP cycle when funding through Resource Requests will resume. One of our big needs that needs to be addressed very soon is the poor state of some of our glass kilns, which need repair and/or refurbishment. This is part of the necessary and expected lifespan of a kiln. The crane used in our bronze pours is also in need of attention. These are expensive, infrequent expenditures outside the scope of our regular departmental budget.

Outcome(s) expected (qualitative/quantitative)
Our expected outcome for this goal is better learning outcomes for our students, who need to work with equipment that is safe and functioning. We also need to be proactive in assessing the lifespan of

equipment. The time to replace dilapidated equipment is between semesters, before it falls apart, not during the semester when it will negatively impact student learning. It is also important that we have enough equipment so that students aren't delayed in the completion of their assignments. Qualitatively, our students' work will improve, and thus the quality of their learning, with equipment that is functioning properly and up-to-date. Quantitatively, our retention rates should improve if students aren't frustrated, and thus not re-enrolling, due to a lack of properly working items.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Providing a safe environment for our students is a primary goal of both the department and college. This is a basic function that we must guarantee for our students: safe working spaces. In terms of curriculum, students cannot complete their assignments with poor or non-working equipment. And our Guided Pathway maps are useless if students aren't able to complete the educational program in a course due to broken or ineffective equipment.

Expected Goal Completion Date
11/15/2019

Goal 3

Brief Description
Evaluate and update SLOs.

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
We will complete this goal by having our discipline experts evaluate our students' outcomes to consider whether adjustments are needed to our curriculum. Our intent is stay current with the three-year cycle evaluations for our SLOs.

Outcome(s) expected (qualitative/quantitative)
By reflecting on the data from our SLOs, we will be better positioned to create more effective instructional objectives for our courses.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Our department mission is to guide students through our programs so they graduate with excellent foundational knowledge and skills in the arts. In a broader sense, this is also the college's mission. Through careful SLO monitoring, we should be able to assess our strengths and identify our weaknesses in educating our students, and adjust our methods accordingly. In terms of Guided Pathways, our academic maps are based on the effectiveness of our courses, so our SLOs and maps go hand-in-hand.

Expected Goal Completion Date
5/24/2019

Goal 4

Brief Description
Complete Guided Pathways maps

Is this a new or existing goal?
New

How will you complete this goal?
Our discipline experts are currently writing, or have completed, most of our Guided Pathways academic maps. It's important that our program heads do this, since they best understand the sequential offerings of each class and breadth of each program.

Outcome(s) expected (qualitative/quantitative)
In the course of completing our maps and trying to fit them into a four-semester window, we've had a new student-centered perspective on the fact that some of our degree programs require quite a few units and need more than two years to complete. So one outcome of this goal is a reevaluation of our degrees and what exactly students need to progress forward, either into industry or further education. Some of our degrees are more suited to lifelong learners and therefore the four-semester-plus model isn't necessarily a bad one. However, we are looking at this with fresh eyes as we produce our academic maps. The ultimate outcome will be streamlined degree programs that provide students with a qualitatively better educational experience.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
One of the college's and department's strategic plan is provide students with an organized, comprehensive set of courses within a given degree program. The Guided Pathways model has forced us to look at the graduation process through students' eyes, and made us reevaluate when we offer courses, how they integrate with the rest of the college, as well as which courses we really need to offer. All in all, these academic maps have allowed us to better align our courses with the department's and college's goals.

Expected Goal Completion Date
5/24/2019

Goal 5

Brief Description
Update Course Outlines of Record

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
This goal will completed through the evaluation of our Course Outlines of Record by discipline experts from within our department.

Outcome(s) expected (qualitative/quantitative)
The expected outcome here is to be sure our CORs are current, in terms of pedagogy, textbook offerings, and organization. We also want to be sure that each COR reflects the high standards we expect of our students as they complete our courses, with a broad and deep understanding of the concepts.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
One of our goals within our college mission statement is to provide students with effective instruction to make them transfer-ready. By reviewing and updating our CORs, we can be sure that our courses align with the requirements that, for example, universities require in their lower-division courses, thus ensuring our graduating students are well-equipped to handle the rigors of the next stage of their educational

journey.

Expected Goal Completion Date
5/24/2019

Goal 6

Brief Description
Hire an ArtD/ArtI assistant professor.

Is this a new or existing goal?
New

How will you complete this goal?
Although this item is covered in the PRPs for the ArtD and ArtI disciplines, the hiring of a new contract member for these two areas of our department is important to our entire department. Prof. Schultz and Prof. Glass are the only contract faculty members in those disciplines. Prof. Schultz is at or near retirement. This position is particularly hard to fill at the adjunct level because most qualified instructors can make more money working in the private sector with their skills. (As you'll see in this PRP, we are also requesting a Drawing and Painting Professor for the Art Department, but we are ranking the ArtD/I position as #1 for us.)

Outcome(s) expected (qualitative/quantitative)
The expected outcome from the hiring of a new contract instructor in ArtD/ArtI is very important: the continuation of our graphics-based design and illustration classes. Without quality faculty, like we currently have, these disciplines will cease to exist. And ideally, we would like to hire this new faculty member while Prof. Schultz is still here, so he can acclimate them to our curriculum.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
One of our goals in the department is to provide a seamless and constant provision of courses required for our degrees and certificates. This new position would guarantee the success of our ArtD/ArtI classes. And obviously, without the proper faculty, our Guided Pathways academic maps for Design and Illustration would be useless.

Expected Goal Completion Date
8/19/2019

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
Yes

Are you requesting additional Staff, CAST or AA?
No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty

loss vs. gain)
1

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)	2017-2018 % FTEF (on-going reassigned time)	2018-2019 % FTEF (on-going reassigned time)
16%	16%	16%

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)	2017-2018 % FTEF (temporary reassigned time)	2018-2019 % FTEF (temporary reassigned time)
16%		

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Drawing and Painting Assistant Professor

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
Over the last ten years, we've gained three full-time faculty members, but lost four. Fulfilling this position will have a direct impact on developing and maintaining our curriculum, fulfilling our obligations as described in our academic maps (Guided Pathways), meeting our enrollment goals, and providing effective instruction to maintain student success and increase student retention. These efforts will be sustained efficiently only by increasing the quality and amount of direct, personalized contact hours with students. Increasing direct contact hours with students will not only impact the level of engagements students have with their study and faculty members, but also help students attain their goals of a degree and/or transfer to four-year college or art school. One example of this can be observed in portfolio preparation: it's imperative that we have a full-time colleague who can offer a sufficient amount of time and attention to each individual student, with knowledge and experiences to guide them in choosing the right career path or school for transfer. This will result in immediate advancement toward these goals. The recent increase of enrollment and opening of sections of courses within the discipline (Studio Art), further support the request of hiring a new Drawing and Painting Assistant Professor.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
While it's not impossible to find qualified part-time faculty in the discipline of Drawing and Painting, our desire is to increase our full-time faculty, especially in this fundamental area of the Art Department, so that our students who take drawing and painting will have access to faculty who are consistently on campus. This is particularly necessary when considering that portfolio review, critiques and advisement are a large part of a contract art studio colleague's job description. Also, the pool of "artist applicants" dwindles when the requirements of a contract position (governance, committee work, SLOs, student counseling, peer evaluations, etc.) are stipulated.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

This request recognizes the guideline of full-time to part-time faculty ratio stipulated by the Legislature and the California Board of Governors, which states that "because the quality, quantity, and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient members of full-time faculty with sufficient opportunities for continued staff development, and with sufficient opportunity for participation in institutional governance." A greater ratio of full-time faculty will obviously be beneficial for accreditation, as well as be in line with legislative intentions.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

When looking at data for just Drawing and Painting-related courses within the Art Department, we see that our WSCH has increased the past three years: 3,893 (2015-16), to 4,008 (2016-17), to 4,211 (2017-18). During that same period, our Full Time Equivalent Students (30 WSCH) has increased from 129 (2015-16) to 133 (2017-18). Within this discipline, the WSCH generated per Full-Time Equivalent Faculty Member has risen to 523 (2017-18). In the most recent reporting year (2017-18), our Drawing and Painting courses were taught by 2.65 FTEF from Contract Faculty, and 4.90 FTEF from Hourly Faculty. The percent of total FTEF taught by Part-Time Faculty was 67.08%. Our fill rate for Drawing and Painting classes was 90% in 2017-18. Between 2016-17 and 2017-18 academic years, the Drawing and Painting success rate dropped from 86% to 79%. During those same two years, our retention rate stayed fairly static (95% to 93%). The career data shows a demand for graduates with the skills needed to fill positions such as fine artist, illustrator, muralist, portrait artist, art educator (either primary or secondary school), creative director, art consultant, and art director. All of these fields are compatible with a degree from Palomar College in Studio Arts (AA-T) or Pictorial Arts - Emphasis in Painting (AA), both of which are heavy with Drawing and Painting courses.