Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Art

Discipline Name
Art Design (ARTD)

Department Chair Name
Mark Hudelson

Division Name
Arts, Media and Business Administration

Website address for your discipline
http://www.palomar.edu/art

Discipline Mission statement
The mission of the Design program is aligned with the mission of Art Department.
Our goal is to create a challenging and inspiring learning environment that educates our diverse student body in Graphic Design, Visual Communication, and technical careers in visual communication.
Our program is based on the development of aesthetic awareness within contemporary and historical context, while providing a strong foundation in the techniques and processes of producing commercial visual art both traditionally and digitally.
We are committed to providing programs and state-of-the-art facilities that promote student learning through industry-standard methods and technologies.
We welcome and encourage interdisciplinary approaches within and outside of the professional field, and seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts.
We consider our program to be a partnership discipline with the Art I (Illustration) program, since our students share core courses.

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

Does your discipline have at least one degree or   Are any of your programs vocational (CTE/CE)?

certificate associated with it?   Yes
Yes

List all degrees and certificates offered within this discipline.
Graphic Design (AS)
Interactive Media Design - Emphasis in 3D Modeling and Animation (AS, CA)*
Interactive Media Design -Emphasis in Multimedia Design (AS, CA)*
Digital Animation, Compositing and Music (CP)*
*listed under Art discipline, though under the supervision of ArtD and ArtI. Cross linked with Graphic
Communications department.

Please list the names and positions of everyone who helped to complete this document.
Jay Schultz
Kate (Lily) Glass
Mark Hudelson

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
.65	.75

Classified & other staff positions that support this discipline
Art Department ADA, 100%
Instructional Support Assistant II (Arts Media Library), 100%, 11-month
Instructional Support Assistant I (Arts Media Library), 40%, 10-month
Note: All three positions support the three Art related disciplines (Art, ArtI, ArtD).

Additional hourly staff that support this discipline and/or department
Student hourly as availability and funding permits (none in Spring 19/Fall 19 semesters)

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?**
Having recently reviewed our program outcomes as well as our curriculum while updating both, we feel our
outcomes accurately reflect the following focus:
We emphasize that capable students transfer to a BA/BFA program following Palomar. Both labor data and
national guidelines (California EDD, AIGA*, NASAD*) agree that at minimum a four year degree is
necessary to build the skills and portfolio necessary to find employment.
We consistently check the results of our SLO's to ensure that our courses are meeting expectations. We
have an exceptional record in terms of students transferring to both State schools and private Art schools.
The schools (both public and private) require students to submit portfolios for acceptance, and our
students, without exception, meet those goals after completing coursework and working with instructors to
prepare their work. Considering our course retention rates as well as success rates, we are pleased with

the consistency in the results of our SLO's, as they mirror our course success rates.

While we don't emphasize that students push towards getting jobs either while attending Palomar or upon graduation, when we get inquiries from local businesses the feedback we get from employers is good. Students are well prepared and diligent employees. As reported prevuiously, however, we only recommend students that we think will fit, so this is a somewhat self-selective assessment.

*AIGA: American Institute of Graphic Arts, NASAD: National Association of Schools of Art and Design

Describe your program's plan for assessing program learning outcomes.

As stated in our last report, assessments as a whole look at very basic concepts that students need to understand the complexities of visual design. These assessments build on each other, so that when assessments are done in 200 level classes, they assume that the majority of students have grasped the 100 level course concepts. To assess them, we compare entry skills and exit skills, in both 100 level classes and (separately) 200 level classes. The results confirm that most (~80%) of our students are succeeding in meeting the goals we have set for them.

Summarize the major findings of your program outcomes assessments.

Our findings reflect what we see in both retention and transfer numbers. Namely, that we have created assessments that accurately describe outcomes that ensure student success in subsequent (especially transfer) coursework.

As an example, the concept of Design Hierarchies is a rudimentary skill that students are exposed to in ArtD 100 (Graphic Design I). The topic is covered in more detail and complexity in both ArtD 200 (Graphic Design II) and ArtD 210 (Typography Design). When assessed following these classes, students have a firm grasp of how to apply the hierarchical concept in a variety of situations, which is a fundamental necessity in effective visual communication.

Anecdotally, we regularly hear from students who have transferred into programs at 4 year schools. They tell us that we have not only prepared them well, but that our coursework was typically more difficult than what they are getting as Juniors at state schools. We see that as a very solid indicator that we are doing our job for our students.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

Though our classes are visually oriented, we do see issues that a percentage of our students have a great deal of difficulty expressing themselves verbally. This happens with both native english speakers as well as students whose native language is not english. We see the phenomenon and try to deal with it, but it poses a unique set of problems for both the student and the instructor when they are unable to communicate clearly. And we're not sure how to approach that in an outcome assessment.

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.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Our discipline supports a range of GE/ILO outcomes. These include:

Critical Thinking: ArtD 100, ArtD 210, ArtD 220, all of which emphasize the analysis of how best to communicate a message effectively, both visually and through demographic analysis.

Information Literacy: ArtD 100, ArtD 220, which discuss how best to use research to determine approaches to visual communication.

Additionally, all our ArtD courses support our Institutional Learning Outcomes, but with a special nod towards:

Community, Multicultural/Global Consciousness and Responsibility (there is a consistent emphasis on social responsibility and awareness of the benefits of multicultural approaches to communication).

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.
Our assessments in general show that when students succeed in our core courses, they continue to succeed in our advanced courses. Our push towards ensuring that students are aware of course sequences and when they are offered continues to pay benefits in student success.

As students learn how to communicate effectively, they are more comfortable exploring more complex solutions, as well as being more competent in evaluating and revising their work to achieve the project goal.

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.
10
I'm including ArtD and ArtI degrees and certificates in this list, since the two primary AS degrees (Graphic Design and Illustration) share so many courses that they should be seen as a unified discipline for purposes of assessment.

Note that, as identified in a previous PRP, a significant number of students complete Degrees and/or Certificates that are dually listed with our Discipline along with Graphic Communications. However, for whatever reason, we do not see these degrees in our Research and Planning data.

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

What factors have influenced your completion trends?
We have been emphasizing the degree programs and stressing to our students early in the semester how important it is to follow course rotations to make the best use of their time. With the implementation of Guided Pathways and program maps, hopefully students will get more specifics about this from counseling

upon admission to Palomar, rather than relying on instructors to convey this information. Often by the time we see students they have already started on a path that is not opportune.

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
No

What is your program standard for program completion?
85.0%

Why did you choose this standard?
Once students are identified as enrolling in a program, we feel that we can guide their progress and ensure their success within the program.

What is your Stretch goal for program completion?
90.0%

How did you decide upon your stretch goal?
Assuming we meet the 85% goal, we feel we can push it to 90% as students become more aware of the importance of taking courses in a predictable sequence.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the PRP Data Dashboard.

What was your efficiency trend over the last 5 years? Was it expected?
Fill rate averages 97.6% over the past five years.
Yes, expected, since our classes always fill and we make it a practice (advisable or not) to allow as many crashers as want to enroll, even though it can make teaching a challenge.
Our enrollment is trending upward, though the rate is slow. But up is up.
Our WSCH over the past 5 years is 462.53, trending up (latest is 502). The number is a bit low since most of our courses are 90% of our courses are taught in the computer lab, which only has a capacity of 24 (though we do accommodate crashers!).

What factors have influenced your efficiency trends?
Clarity in course sequences and enrolling as many crashers as want to enroll.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?
No. We think we're basically in a good place in balancing courses and frequency of offerings.

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?
80.0%

Why did you choose this standard?
Our success rates over the past five years has ranged from 81% to 85%. Thus 80% seems to be a consistently achievable number.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected?
Pretty much. Very minor fluctuations from year to year, but basically always hovering around 82%.

What is your Stretch goal for COURSE success rates?
85.0%

How did you decide upon the goal?
It's a manageable push, given the fluctuations in student skill levels that naturally occur from semester too semester.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
Pretty much. Very minor fluctuations from year to year, but basically always hovering around 95%.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Are there differences in success/retention between on-campus and online courses?
N/A

Do you have any best practice methods you use for online courses to share with the community?
N/A.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?
We only offer one section of each of our courses, so this doesn't really apply.

How have you improved course-level assessment methods since the last PRP?
Our assessments have not changed since the last PRP.

Summarize the major findings of your course outcomes assessments.
We feel our assessments continue to be solid indicators of success in subsequent courses. And, as an aside, for the most part we keep the assessments software agnostic, relying on underlying, significant concepts and principles rather than specific tasks that might change from year to year.
Our combined (ArtI and ArtD) fill rate last year was 99%, our success rate was 83%, and our retention rate was 96%. I think our outcomes speak for themselves.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?
Though our classes are visually oriented, we do see issues that a percentage of our students have a great deal of difficulty expressing themselves verbally. This happens with both native english speakers as well as students whose native language is not english. We see the phenomenon and try to deal with it, but it poses a unique set of problems for both the student and the instructor when they are unable to communicate clearly. And we're not sure how to approach that in an outcome assessment.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
This was not necessarily a specific finding, but we monitor at the beginning of each semester which students have taken the recommended prerequisite (they fill out a survey), and start the semester with a 'refresher' by going over what was covered in the previous course. This not only reinforces what students that have taken the previous course learned, but also lets students who haven't taken the recommended prep course what they are going to be expected to know. It also lets us, as teachers, know which students will need additional attention.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?
By ensuring that the courses build upon each other sequentially, and collectively contribute to preparing students for transfer to a four year institution.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?
We have a long standing rotational sequence that ensures students can map out the courses required for our degree(s) in a methodical, coordinated way. We ensure the courses don't overlap time wise, and clearly label the semesters in which they are offered so students don't end up having to waste time waiting for a course to come around to complete their program.
We distribute the map to each of our courses the first day, and have enlarged versions on the wall outside the computer lab. We also go over the curriculum and sequence when we distribute the degree map.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?
As stated above, we have a long standing rotational sequence that ensures students can map out the courses required for our degree(s) in a methodical, coordinated way. We ensure the courses don't overlap time wise, and clearly label the semesters in which they are offered so students don't end up having to waste time waiting for a course to come around to complete their program.

How do you work with other departments that require your course(s) for program completion?
We regularly meet, discuss, and update each other to ensure that courses are still relevant and, most importantly, are still being offered.

Does your discipline offer cross-listed courses?
No

Are there curriculum concerns that need to be resolved in your department? What are they?
We need to evaluate our 3D modeling/animation certificate that we offer in conjunction with Graphic Communications and Drafting. The Drafting department has decided to cease teaching the courses included in the certificate, and we will need to update our program accordingly, as the certificate itself is in high demand.

Are there courses that should be added or removed from your program - please explain?
No, other than the particular circumstance listed directly above. We have spent several years streamlining our programs and feel they have a great balance between knowledge gained vs. time spent.

How is the potential need for program/course deactivation addressed by the department?
We haven't encountered that particular situation as yet.

Is your department pursuing non credit or not-for credit options at this time?
No

Are there areas you would like to expand?
Not at this time.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?
No

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?
N/A

Describe other data and/or information that you have considered as part of the evaluation of your program
Evaluating current industry trends and modifying courses to ensure they reflect the expectations of both transfer schools as well as businesses.

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.

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI

- LaunchBoard

- LaunchBoard Resource Library

- Chancellor's Office Data Mart

- San Diego Workforce Partnership

- State of CA EDD

- Career One Stop

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?
Graphic Designer, Web Designer, Art Director, Video Game Design, Motion Graphics for Television and/or Film, Title Design, Advertising design, UX (user interface) design, Application Design, Industry specific application design.
Regarding new careers, UX (user interface) design is growing considerably as more industries as well as consumer products use custom applications that require interaction between machines and humans.
There is also growth in the melding of design with 3D art, as the customization of products develops with consumer friendly 3D printing. This isn't a field that can be named at the moment, but it is something that designers are evolving, along with 3D modelers.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Analytical skills. Graphic designers must be able to look at their work from the point of view of their consumers and examine how the designs they develop will be perceived by consumers to ensure they convey the client's desired message.

Artistic ability. Graphic designers must be able to create designs that are artistically interesting and appealing to clients and consumers. They produce rough illustrations of design ideas, either by hand

sketching or by using computer programs.

Communication skills. Graphic designers must communicate with clients, customers, and other designers to ensure that their designs accurately reflect the desired message and effectively express information.

Computer skills. Most graphic designers use specialized graphic design software to prepare their designs.

Creativity. Graphic designers must be able to think of new approaches to communicating ideas to consumers. They develop unique designs that convey a certain message on behalf of their clients.

Time-management skills. Graphic designers often work on multiple projects at the same time, each with a different deadline.

ref: https://collegegrad.com/careers/graphic-designers

How does your program help students build these KSA's?
All of our degree required courses emphasize both technical skills as well as aesthetic development. Students are made aware at all times that they must develop both attributes to succeed in the courses as well as in the workplace.
Different courses have different emphases, but all demand that students build aesthetic and communication skills while meeting the requirements of the specific class.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

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?
We don't have a formal system in place to apprise the community regarding opportunities in our program. We do meet with individuals as well as businesses during our annual Open House (in early May), and help businesses find qualified students to apply for jobs or projects when they contact us.

What is the regional three-year projected occupational growth for your program(s)?
It's difficult to be too specific, since the Graphic Design moniker covers a lot of ground (see the career options above). Additionally, the career and employment development data and categories are somewhat archaic (no category for UX design, for example, which is a huge job opportunity for designers).
In any case, here are some numbers:
Graphic Designers: 1311 projected job openings (approx. 11% growth over the next 10 years).
Multimedia Artists and Animators: 2612 projected job openings.
Set and Exhibit Designers: 518 projected job openings.
Web Developers: 257 projected job openings.
Art Directors: 598 projected job openings.

What is being done at the program level to assist students with job placement and workforce preparedness?
Our degree realistically requires completion of a four year degree for employment. A fundamental issue for our students (and this has been around for at least 25 years) is that students need to have a way to distinguish our program from Graphic Communications, which offers similar courses but has a significant emphasis on employment and job training, rather than transfer.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
March 2019, in tandem with the Graphic Communications Advisory group.
In terms of significant information, the advisory members confirmed that the biggest new trend is the need for UX (user experience/interface designers). As of last year we had incorporated that development into our Graphic Design II coursework, so it was great to hear we were on target by implementing it.

What are the San Diego County/Imperial County Job Openings?
Graphic Designers: 563 projected job openings.
Multimedia Artists and Animators: 298 projected job openings.
Web Developers: 40 projected job openings.

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
Clarify existing courses (required and elective) in AS Graphic Design program.

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

How will you complete this goal?
Meet with discipline experts from relevant departments to clarify status/name of courses in our degrees.

Outcome(s) expected (qualitative/quantitative)
Clarity for students regarding course sequences, more efficient use of student's time at Palomar.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
As stated in our mission statement: We welcome and encourage interdisciplinary approaches within and outside of the professional field, and seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts. Clarifying the confusion regarding course mapping will benefit our students and help them make the best use of their time at Palomar.

Expected Goal Completion Date
1/20/2020

Goal 2

Brief Description
Ensure students are aware of course sequence and mapping for Graphic Design AS degree

Is this a new or existing goal?
Existing

Goal Status

Ongoing

How will you complete this goal?
Ensure that all courses in the major review our map/rotations with students at the start of the semester, as well as give them a printed handout summarizing the information.

Outcome(s) expected (qualitative/quantitative)
Qualitative: awareness of the courses required for majors.
Quantitative: more degree completions.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Our mission statement includes the following: we seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts. Ensuring they are aware of the possible degrees in Design and Illustration bolsters that statement.
Additionally, it dovetails nicely with the intent of the Guided Pathways program.

Expected Goal Completion Date
5/23/2021

Goal 3

Brief Description
Add UX project to existing Graphic Design II curriculum

Is this a new or existing goal?
New

How will you complete this goal?
Introduce new software (Adobe XD) into curriculum that deals with User Interface design.

Outcome(s) expected (qualitative/quantitative)
Qualitative: Introduce students to practical design methodology of user interface design.
Quantitative: Ensure they are prepared for transfer

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Our mission statement includes the following: we seek to provide well rounded two-year degree programs for transfer while also preparing students for careers in the Visual Arts. This goal ensures that students are obtaining up to date skills that are immediately useful in preparing their portfolios for transfer.

Expected Goal Completion Date

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

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

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Associate Professor, Art

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
Just noting that this is a combined request between our two disciplines (ArtI and ArtD) since a number of the digital courses taught overlap these two instructional disciplines. The department has discussed this position and determined it should be ranked as #1 within the Art department.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
Faculty needs to hold at least a BFA degree in Illustration or Graphic Design and present a professional portfolio or reel that evidences both traditional and digital Illustration/Design skills, as well as skills in 3-D modeling and/or 2D and 3D animation. Currently it is extremely problematic to attempt to recruit and hire new and highly qualified part-time faculty since it is difficult to recruit locally; the vast majority of qualified instructors are industry professionals based in the Los Angeles area.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
No

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.
Our number one goal is to grow our programs and increase enrollments, while at the same time also increasing our success rates. Over the last five years over 104 degrees and certificates that require ArtI and ArtD courses have been awarded, not only under the umbrella of the Art Department, but also collaboratively with Graphics Communications. The interdisciplinary approach we have been taking has served our students exceptionally well, and is in line with the Strategic Plan's Goal 1:
Implement instructional strategies that strengthen and connect teaching and learning across the college. Our success rate of 83% lies well above the college's goal of 75%.

Our retention rate has been steady at above 90%. We could do so much more.
We envision opportunities that would take us much further, in terms of courses and programs we offer, and in terms of the number of students we are able to serve. We need additional faculty to help us develop our ideas and to make them a reality.
This falls into the Strategic Plan's Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention and:

We want to create additional, new and innovative educational pathways that lead our students into real 21st century careers in the commercial area of Visual Art.
Students ask for a special program or certificate in Entertainment Design so they can find jobs in gaming and the movie industry, they want to take courses in U/X (user interface) design, so they can meet and be prepared for the creative challenges in an interactive world. But our hands are tied.
We are in desperate need for help, commitment and dedication to our programs. This can only be gained via the complete investment of full- time faculty, in terms of curriculum development, and in terms of staying ahead of the most current creative developments in software and technologies. In order to serve our students and the college we need to be able to offer the programs that reflect not only current, but future community and industry needs, and at this time we cannot develop and add programs we know would be a success simply because we don't have the faculty we need so we can grow. Currently we are having to rely on more than half of our course preparations being done by adjunct faculty. Without an additional full-time instructor who can grow our discplines together with us it is impossible for us to reach our potential.
ArtI and ArtD are the Art Department's only two CTE programs, and we would like nothing more than to add more. We would love to be able to participate in additional Strong Workforce opportunities but we can't because we lack the necessary faculty.
ArtI and ArtD are and have been the programs with most immediate potential for student success within the Art department. Based on labor market data the field of digital commercial arts is the largest and fastest growing, with more than 10 times as many job opportunities for our students than in any other related field.
We strive for innovation and creativity in our courses and programs every day that we engage with our students, but we could do so much more. As more vocational opportunities develop from technologically we want to be in the forefront of providing solid, practical training for our students.

Is your department affected by faculty on reassigned time. If so, please discuss.

Review

Chair Review

Chair Comments
Jay's done an excellent job of heading up our ArtD and ArtI programs, along with Lily. We're fortunate to have them both. Their programs, degrees, certificates, and CTE components are integral parts to our department. With Jay retiring at the end of Spring 2020, it's vital that we replace him with another full-time faculty member. His position has been approved, and is seventh on the campus-wide priority ranking, but we need to complete the hiring process in Spring while Jay is still here. If this doesn't happen, I will be very concerned about the viability of these two integral disciplines within our department.

Chair Name	**Chair Sign Date**
Mark Hudelson	11/6/2019

Dean Review

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

Great work sequencing and mapping courses in your programs. Great fill rates, retention and success rates.

Areas of Concern, if any:
Subject matter overlap with Graphic Communications. Drafting courses no longer offered to support digital 3d program.

Recommendations for improvement:
None.

Dean Name   **Dean Sign Date**

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Great work creating rotational sequence that ensures students can map out the courses required for our degree(s) in a methodical, coordinated way and distributing these maps. Would you be willing to present at Guided Pathways regarding this work.

Areas of Concern, if any:
You state completion rates are high, but as mentioned the data only shows 10 completers when you combine multiple programs. If there is in fact a problem with the data, we recommend working with IRP over the next year to resolve.

NO RESPONSE to disproportionate impact…. Were there any disproportionate impact to populations? Trends in your ethnicity demographics for success rates show a trend in which DI populations have slightly lower rates of success. There also seemed to be a decrease in success rates for students 25-49, in AY 14-15 the success rates for students 25-49 was above 90% in since AY 15-16 has dropped to 60-70%.

Recommendations for improvement:
You mention students have difficulty with oral communication. You might try working with SLO coordinators, as Oral Communication is an Institutional Outcome and resources may be available. You might also try Work Based Learning as this will give students more insight into the field and may also help with students' oral communication.

IPC Reviewer(s)   **IPC Review Date**
Kelly F., April C., Nichol R., Ben C., Cindy A.,   11/19/2019
Michelle B.,

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Really well done here as well- I learned a lot about this program.
90% stretch goal- impressive!
I agree up is up ☐ (fill rate comment)
This is a thoughtful review- well described and good analysis overall.

The career list is really impressive and interesting- thank you.

Areas of Concern, if any:
The verbal expression comment is very valuable- esp. when you think about a career in this field and the ability to discuss ones own work—any thoughts on how to tackle that? (see above)

Recommendations for improvement:
I do think we should discuss the number of degrees and potential overlap with other programs- I believe that could be confusing to students. Great instruction but it may not be p[resented in the best student centered way across campus,

Vice President Name   **Vice President Sign Date**
Jack S. Kahn Ph.D.   1/2/2020