

Status: **Reviewed**

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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
2020-2021

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 TOP coded as vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.

Art History, AA-T
Studio Arts, AA-T
Pictorial Arts - Painting, AA
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.

Ingram Ober, Sculpture Professor
Sasha Jonestein, Ceramics Professor
Michael Hernandez, Glass Professor
Bo (Hwang) Kim, Drawing & Painting Professor
Elaine Wilson, Art History Professor
Mark Hudelson, Chair, Art History Professor

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.
Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

6

Full-time Faculty (FTEF)

4.44

Part-time faculty (FTEF)

7.19

Classified and other permanent staff positions that support this discipline

Paul Helling, ADA, 12 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

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?

The learning outcomes connected to our degrees address both the breadth of material and skills to be covered by that program, as well as the deeper skills and knowledge required for students to be prepared for transfer or employment. Each of our degrees and certificates has their own unique set of program learning outcomes. These outcomes are delineated in Nuventive (TracDat) for each program. Our outcomes describe the breadth of coursework required for each degree or certificate (in terms of knowledge or various skill sets), as well as the depth of knowledge required for the program (in terms of progression from introductory to advanced art courses). For example, in the Art History AA-T degree program, one of the objectives is the ability to identify major works of art (a good example of scope or breadth), while another objective is applying art historical terminology to the description of the works they identify (depth of knowledge).

How do they align with employer and transfer expectations?

The knowledge that students acquire within our programs prepare students for the application of these skills and knowledge within the workplace, whether it's in a studio environment (as a designer, illustrator, muralist, etc.) or an academic environment (gallery work, museum docent, researcher, 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 two transfer programs (Studio Art AA-T and Art History AA-T) align with CSU and UC expectations by including courses dictated by the Transfer Model Curriculum. Thus, their transfer process is seamless. The rest of our discipline's program outcomes are designed to meet lower division university requirements for their respective degrees, or to serve as lower division coursework for transfer to an art school. We have produced academic maps through the Palomar Pathways Mapper tool to ensure that students understand their educational journey here at Palomar.

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.

Though the SLO process, we aim to assess our individual courses on regular cycles. This is an area where we need to improve, as many of our programs are due for assessment. However, the assessments that have been completed do show that our students are grasping the material. Student success is due in part to our sequencing classes so that students develop deeper knowledge within specific programs. Our programs are in various stages of assessment, with many due for updated assessments in Fall 2020. This is the case with the Art History AA-T, which has two assessments scheduled for Fall 2020. Other outcomes are active, but need assessments to take place. Our Studio Art AA-T, for example, needs assessments in the areas of portfolio review and effective student critiques. Another finding is that as we have now produced academic maps for the Palomar Pathways Mapper, 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 the units in some of our degree programs.

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 (2019-2020), we had 15 degree completions. 12 were AA-T degrees and 3 were AAs.

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 more than doubled from the previous year. In fact, in the last six reporting years, our degree and certificate completions have increased every year except for one (2015-16). The huge jump recently was mostly in our transfer degrees, which made up the bulk of our current completions. Transfer degrees were only one-third of completions in 2016-17. Now they're 80%. AAs have remained relatively flat (2-3) over the past six years.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

Our program assessments are in need of updates, so again, that's an area where we need to improve. Despite that, our completions more than doubled this past year, so it's safe to say that students are successfully moving through our programs at a higher rate. With regard to enrollment trends, the last semester reported was Fall 2019. Our enrollment then was up to 1,956, which was 86 students higher than the previous Fall. And Fall 2018 had 124 more students than Fall 2017. Not only are we bringing in more students in the Art Department, but our efficiency in filling our classrooms continues to improve. In Fall 2018, our fill rate was 91%. In Fall 2019, it was 97%. Compare that with an 89% fill rate campus-wide for Fall 2019, and it's clear that Art classes are well attended and efficiently taught.

How have these factors presented challenges for your program(s)?

One of our challenges is to stay current with our course and program SLOs. Other than that, our completions, enrollment and efficiency are all increasing.

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?

Previously, 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 79% achieved in Fall 2017. Our success rate did dip down to 73% in Fall 2018, but rose again to 78% for Fall 2019. Given the current drop in enrollment campus-wide due to COVID-19, we feel that 75% is well above the college's average, but still an attainable goal for us in these difficult times.

What is your stretch goal for course success rates?

79.0%

How did you decide upon the goal?

Achieving this goal would anticipate reaching our five-year high of 79%. This is highly unlikely in the near future due to the drop in college enrollments across the country due to COVID-19. We are hopeful that the work of our excellent faculty in transitioning studio courses meant for hands-on learning to an online environment will allow us to retain many of our students. Also, our recent upward enrollment trends, combined with our academic maps in the Palomar Pathways Mapper tool that clearly show students the requirements and pacing for graduation, will help with our success rates, too.

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Regarding location, the Escondido Center's retention rate is good (93%), but it lags in terms of success (23%...markedly lower than all other sites). Escondido's enrollment has dropped each year over the last six (from 131 in Fall 2014 to 31 in Fall 2019). We may need more resources or better facilities to address this. Or maybe we should redirect our resources to our other educational sites. Rancho Bernardo, for example, has increased in enrollment (20 in Fall 2018, 39 in Fall 2019), and in retention (up from 90% in Fall 2018 to 97.4% in Fall 2019), but declined in success rate (from 90% to 72%). More resources at this site may better serve the growing population there and increase its success rate. Our success and retention rates for Distance Education have risen the last few years. Of course, those numbers will be completely different for Fall 2020.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

The ethnicity with the highest success rate in the Art Department is Asian students (91%). The second-highest success rate (88%) is with students who identify as multi-ethnic. The lowest success rate is found among Black or African-American students (56%). The next lowest rate is among American Indian/Alaskan Native students with 60%. All other ethnicities are in the high 60s to low 80s. All groups' retention rates are very good (in the 90s). We are doing a good job of holding onto and engaging our students, but not a good job in making sure they all progress with our programs equally. I'm not sure why these differences exist. Although Black/African-American and American Indian/Alaskan Native students comprise our lowest sample size groups (10 students and 25 students respectively), we must do better for these students. Using Starfish for early alert referrals, making personal contact with our students, ascertaining their needs and making the proper referrals, all of these are key to making sure all of our students are being served.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

Veteran success rates were 65% in Fall 2018. In Fall 2019, that rate was 74%. So that is a welcome improvement. One group that did stand out in the demographics were those students who were classified as "unknown/unassigned" for sex. Males showed a success rate of 75% in Fall 2019, and females had a success rate of 81%. "Unassigned" students had only a 55% success rate. Again, we need to do better in being sure our gender questioning/non-conforming students are having their needs met. Methods for this may include Starfish referrals, early intervention when grades or engagement is dropping, or being sure our students are receiving support through our Pride Center.

COURSE LEARNING 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, thus 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%, we're confident that our course assessments, and any needed curriculum adjustments that those assessments indicate, have been successful. And with the Palomar Pathways Mapper, we have created a logical, achievable sequence of courses that increase students' knowledge, and success, within a given degree program. The mapper tool is an ongoing process for us: as we've created our maps, we've been able to identify programs that could be made leaner, and we are in the process of following through with that.

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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 value 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.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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?

Yes

What have you done to integrate work-based learning?

Some of our instructors have incorporated the first level of WBL activities into their classes: career awareness. Activities related to this include guest speakers from academia, art studios, and industry, as well as field trips to museums.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Guest speakers are able to give our students first-hand experiences of art-related careers. These careers include professional artists, those working in industry, and those in academia or gallery/museum positions. Through these talks, students are able to see how their knowledge gleaned from Palomar art classes can serve them in careers related to art.

How do you engage with the community to keep them apprised of opportunities in your program?

The recent pandemic has obviously curtailed how we normally engage and interact with the community. However, typically 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 have participated in the House of Humanities event and passed out literature regarding our programs and degrees. We have connected 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. Prof. Jonestein, who heads our Ceramics program, has initiated a Ceramics Club for our students. And Prof. Elaine Wilson, in our Art History discipline, oversees our Art History Club on campus. 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, Fallbrook and Escondido campuses. Our Sculpture professor, Ingram Ober, has been very involved in public art commissions, including an aural sculpture that he and his wife recently created for the Bayside Fire Station in San Diego. Finally, an outreach effort has been conducted by our Painting professor, Bo Kim. Since 2018, he has been offering lectures, demos and juried art shows at local art centers, including the Escondido Art Association and Valley Center Art Association. 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. We have also been open and willing to participate in Dual Enrollment activities with our local high schools. And finally, our professors and students often contribute art works for silent auctions benefitting our Palomar Foundation.

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

Update Art Department facilities and equipment.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

With the rest of the campus receiving upgrades through Prop M funds, the Art Department has been left without upgrades to our area in decades. Our crane used for bronze pours, air conditioning in classrooms, kiln maintenance...these are all expensive, infrequent expenditures (discussed in more detail in our Resource Requests) that are 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. 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 Palomar Pathways 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

5/31/2021

Goal 2

Brief Description

Evaluate and update SLOs.

Is this a new or existing goal?

Existing

Goal Status

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. Qualitatively, we hope to improve our instructional methods and curriculum wherever deficiencies may be detected. Quantitatively, we hope to increase enrollment, efficiency and retention within our Department.

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

5/31/2021

Goal 3**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 be 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

5/31/2021

Goal 4**Brief Description**

Hire an ArtD/ArtI assistant professor.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Although this item is covered as a Resource Request 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 retired at the end of Spring 2020, so Prof. Glass is our only contract faculty member in ArtD and ArtI. 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 as a department, we are ranking the ArtD/I position as #1 for us.) This position is currently ranked high college-wide, but is a critical position for our department and two of our three disciplines (Illustration and Design).

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. This new full-time faculty member will be involved with SLO review, PRP creation, maintenance of our C-9 computer lab, and most importantly, teaching our ArtD/ArtI courses.

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 offering 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 Palomar Pathways Maps for Design and Illustration would be useless.

Expected Goal Completion Date

12/31/2020

Goal 5**Brief Description**

Air Conditioning in C-15

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

With proper funding, we are hoping that Facilities can add an air conditioning unit to C-15's roof, as they recently did for C-7 (our Ceramics room).

Outcome(s) expected (qualitative/quantitative)

The expected outcome for this goal is simple: an adequate working environment for students and teaching environment for our faculty. Instructors now have to open the smaller closet spaces, which are air conditioned, to try and get cooler air into the classroom, which doesn't work well.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Part of our department mission is to give students the means to accomplish the goals and objectives of our programs. For our sculpture classes, this includes created wax models for the casting process. On hot days, room C-15 gets so hot that students' pieces begin to melt as they're working on them. This is an embarrassing situation for our instructors, department and college.

Expected Goal Completion Date

12/31/2020

Goal 6**Brief Description**

Larger sediment trap for sink in C-15

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Our goal is to have Division or District funds for Facilities to install the proper size sediment trap for this large classroom.

Outcome(s) expected (qualitative/quantitative)

A money-saving outcome for this goal is to have less cost to the District to unclog the sink that constantly backs up in C-15, which currently has a sediment trap that is much too small. A sink with running water, that is able to filter out the unavoidable sediments and materials from students' projects, is integral part to the proper functioning of this classroom.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Students have already been instructed to be careful to not allow anything too large to go down the drain. However, because paper-making goes on in this class, sometimes bits of paper go down this sink and clog it up. There is currently a small sediment trap in C-15, but a larger one, like in C-7, is needed. DHS is aware of the problem and the hazard of clogged, dirty water sitting in the sink that students need to use. They have measured and made preliminary plans for the larger sediment trap that is needed. We just need funding and final approval to make this happen.

Expected Goal Completion Date

12/31/2020

Goal 7**Brief Description**

Replace 2 deteriorating gas kilns (each over 40 years old)

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Our goal is to have Division or District funds to purchase kiln(s) needed to replace our existing, failing equipment.

Outcome(s) expected (qualitative/quantitative)

The expected outcome of replacement kilns will not only allow us to continue to process the quantity of work created by students but will also increase the success rate and quality of the objects they make through more consistent and controlled firings. This will overall improve student success and satisfaction and allow us to continue serve the demand and interest in the program. This will also improve safety in the area as some of the deteriorating parts include the pilot ring, kiln walls, burners and burner ports.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

One of the primary goals of our ceramics courses, as outlined in our SLOs, is for students to make objects that don't warp, crack or explode in the kiln. This should be achievable solely through their ability to understand and execute the processes covered in the course. Deteriorating kilns however introduce an uncontrolled variable that can subvert this process. Rapid increases or decreases in temperature can cause cracking, warping and explosions in even well made objects, decreasing student's success rate through no fault of their own. Not only does this harm their academic success in the class but it also demoralizes students that have often spent weeks working on a project which harms enrollment as well.

Expected Goal Completion Date

5/31/2021

Goal 8**Brief Description**

Replace 2 glass furnaces

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Our goal is to have Division or District funds to purchase furnaces needed to replace our existing, outdated equipment.

Outcome(s) expected (qualitative/quantitative)

Commercially-designed furnaces are equipped with many state-of-the-art technologies for energy efficiency, safety, and user interface that our less conventional furnaces, which are built/rebuilt with a focus on economy do not accommodate for. Professional furnace manufacturers offer a heat recuperation system that can reduce energy consumption by 40%. Compared to our current furnaces, it is calculated that these new furnaces would pay for themselves in 7-8 years based on energy savings. Additionally, these furnaces are equipped with the most state-of-the-art safety systems that are valuable to both the security of the equipment as well as contributing to the faculty/staff, student, and building safety of running this equipment.

There are numerous outcomes that would contribute both qualitatively and quantitatively to the glass program. Because of the control and monitoring systems, these furnaces would allow for better quality of glass to be produced and avoid all issues with glass being improperly melted. This can contribute to the quality of glass available to students and improve the flexibility and scope of processes in the glassblowing courses. In addition, this technology allows for remote programming, requiring less staff hours to be used for changing temperatures and monitoring. These furnaces are also designed to be easily dismantled and rehabilitated through modular parts that can be ordered from the manufacturer. As there is not a trained furnace or glass studio technician, any upkeep to current furnaces must be overseen and produced by the faculty. This would allow for a significant amount of staff and faculty hours to be used to fully dismantle and rebuild equipment.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The glassblowing courses rely on these furnaces for the research and production of all coursework. The use of glass is outlined in multiple glassblowing course and program SLOs. The quality of molten glass produced by these furnaces could be much better controlled and result in more successful student work. This contributes greatly to the morale of the students and the perception of the glass program.

Expected Goal Completion Date

5/31/2021

Goal 9**Brief Description**

Replace 4 glass glory holes (reheating furnaces)

Is this a new or existing goal?

New

How will you complete this goal?

Our goal is to have Division or District funds to purchase furnaces needed to replace our existing, outdated and dilapidated equipment.

Outcome(s) expected (qualitative/quantitative)

Commercially-designed glory holes are equipped with many state-of-the-art technologies for energy efficiency, safety, and user interface that our less conventional glory holes, which are built/rebuilt with a focus on economy do not accommodate for. Professional furnace manufacturers offer heat recuperation system that can reduce energy consumption by 30%. Compared to our current furnaces, it is calculated that these new furnaces would pay for themselves in 10 years based on energy savings. Additionally, these glory holes are equipped with the most state-of-the-art safety systems that are valuable to both the security of the equipment as well as contributing to the faculty/staff, student, and building safety of running this equipment. Commercially-designed glory holes are equipped with many state-of-the-art technologies for energy efficiency, safety, and user interface that our less conventional furnaces, which are built/rebuilt with a focus on economy do not accommodate for. Professional glory hole manufacturers offer a heat recuperation system that can reduce energy consumption by 30%. Compared to our current furnaces, it is calculated that these new furnaces would pay for themselves in 10 years based on energy savings. Additionally, these glory holes are equipped with the most state-of-the-art safety systems that are valuable to both the security of the equipment as well as contributing to the faculty/staff, student, and building safety of running this equipment.

There are numerous outcomes that would contribute both qualitatively and quantitatively to the glass program. Because of the control and monitoring systems, these glory holes would allow for better quality of glass to be produced and avoid all issues with glass being improperly melted or being out of order. This can contribute to the quality of glass available to students and improve the flexibility and scope of processes in the glassblowing courses. In addition, this technology allows for remote programming, requiring less staff hours to be used for turning on, adjusting temperatures, and monitoring. These glory holes are also designed to be easily dismantled and rehabilitated through modular parts that can be ordered from the manufacturer. As there is not a trained furnace or glass studio technician, any upkeep to current glory holes must be overseen and produced by the faculty. This would allow for a significant amount of staff and faculty hours to be used to fully dismantle and rebuild equipment.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The glassblowing courses rely on these glory holes for the research and production of all coursework. The use of glass is outlined in multiple glassblowing course and program SLOs. The quality of molten glass produced by these glory holes could be much better controlled and result in more successful student work. This contributes greatly to the moral of the students and the perception of the glass program. Students regularly face situations that our current glory holes are out of order for repair or not functioning for proper use. This is a detriment to the students success and access, causing numerous issues amongst students, staff, and faculty in scheduling and class/program expectations.

Expected Goal Completion Date

5/31/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

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 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 five. Fulfilling this position will have a direct impact on developing and maintaining our curriculum, fulfilling our obligations as described in our academic maps, 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 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.

Utilizing your PRP data, 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 enrollment has increased from 574 students in Fall 2015, to 634 students in Fall 2019, with fill rates in the 98%-range the last two years. The success rate for students in these classes has hovered in the low- to mid-80s, lower than the Department as a whole, indicating the need for another full-time faculty member in this program to help students move through to completion. The college's efficiency goal for WSCH to FTEF is 525. In both Fall 2018 and Fall 2019 we were over 550 in our Drawing and Painting courses, further indicating the need for another full-time faculty member. 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.

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

Reassigned time has mostly affected our art history program, since our department chair teaches in that area.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

One loss (Karen Warner).

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Instructional Support Assistant - Arts Media Lab

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled

The full rationale for this position will be in the PRP for the Arts Media Lab. A full-time ISA for our Arts Media Lab (AML) is necessary to fulfill institutional and departmental priorities related to student engagement. The AML provides a variety of learning resources for our students, from books and textbooks on reserve, to computer stations, printers, and group study space. The staff member who manages the AML is instrumental in making this an inclusive space for our students' academic success and social well-being. The AML is also an integral space for our Department's adjunct faculty. It serves as an office space for lecture preparation and research, computer access, as well as an informal meeting space for office hours. The AML ISA also curates the Art Department's online space by maintaining the AML Wordpress site and Department website, which gives our students online art resources, information on department activities (Art Sales, scholarships, guest speakers, etc.), as well as other campus services. Without a full-time ISA in this lab with institutional knowledge, this important meeting and study space for our students will be in jeopardy.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

This position assists in establishing more efficient District operations through use, management and oversight of technology. The AML is a physical hub of technology for our students, with its computer stations, as well as a virtual hub of technology, with the AML's ISA maintaining our department's digital presence.

Is there funding that can help support the position outside of general funds?

No

Describe how this position helps implement or support your three-year PRP plan.

The most important part of our three-year PRP plan is student success and retention. The AML, and the ISA who oversees it, is a crucial component in academic success by providing a safe study space that caters to all of our art students. Students' research, study and group study needs are met in this lab. And in terms of retention, the AML and its maintenance is crucial to making students feel a part of the department, with a place to prepare for their art classes, read art reference books, and even meet with their fellow students and friends.

Strategic Plan 2022 Objective

1:3

3:1

3:4

3:5

If the position is not approved, what is your plan?

We currently have a part-time staff member for the AML, who works in the late afternoons and early evenings. Without a full-time replacement ISA, the AML will have to close for the mornings and afternoons, which are the peak usage times by students and faculty.

PART 2: BUDGET REVIEW

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

With state legislative changes, we are no longer able to hire models as independent contractors through a modeling agency. We now have to hire models as hourly employees. Our Drawing and Painting Professor has determined that our annual modeling financial needs (Fall, Spring and Summer) amount to \$7,392. We would like to request this amount be added into our 230010 account for non-academic payroll.

In reviewing our three-year Budget/Expenditure Reports, we were budgeted \$34,452 in 2019, spent \$30,958, and therefore were left with \$3,494. In 2020, we were budgeted about the same (\$34,517), we spent less (\$27,776), and were therefore left with \$6,741. 2020 is the year of COVID-19, so our expenses naturally went down since we did not use our facilities since March. For 2021, we will be budgeted more than \$5,000 less than the previous year (2021 = \$29,339). That will almost wipe out our \$6,741 ending amount from 2020. And we are asking for just over \$7,000 for models for our Drawing and Painting classes. So, it is evident from the Budget Report, that this model funding must come from a source outside of our regular department budget.

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

mhudelson@palomar.edu

Review

Chair Review

Chair Comments

Working as a team, the Art Department faculty have done a good job on this PRP of evaluating our programs, identifying areas of success and concern, and mapping a path forward. I think that the requests in this document, in terms of resources and faculty, are appropriate and necessary if we are to continue our positive trends of enrollment, retention, and completions.

Chair Name

Mark Hudelson

Chair Sign Date

10/27/2020

Dean Review

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

- Great work overall, and very good analysis of data.
- Impressive growth of AA-T program. Looking forward to this trend continuing.
- Good improvement for veteran success rates. Keep it up!

Areas of Concern, if any:

- The Art department continues to struggle with aging facilities and needs several building maintenance and equipment upgrades to maintain a safe learning environment.
- As noted by the department, there are several "top heavy degrees" that need evaluation. In the last 6 years, the printmaking degree has awarded two degrees, and the Crafts and Jewelry/Metalsmithing degrees have only awarded one each. In contrast, the Studio Arts AA-T awarded 11 degrees last year, almost 4 times the number as the year prior.

Recommendations for improvement:

- Retention rates are excellent, but success rates among our self-identified equity populations (American Indian, Black or African American) are markedly lower. Let's find ways to better engage these students.

Dean Name

Justin Smiley

Dean Sign Date

11/6/2020

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

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

strength of AA-T articulation; improved # of program completions through AA-T; evidence of analysis with respect to closing gaps; inclusion of WBL in instruction; strong consistent connection to community

Areas of Concern, if any:

keeping up with assessment of SLOs; need to trim units from some degree programs; not sure if there is an understanding of why enrollments & fill rates have continually improved; unclear why 75% is chosen as course success rate; no discussion of pedagogical impact on addressing gaps -- take analysis of assessment results to the next level, i.e., what can we do differently in the classroom to effect a higher success rate (example of early intervention and connection with PRIDE is a good start)

Recommendations for improvement:

department to work with SLO Coordinator to set a semester-by-semester timetable for each discipline to address evaluation and trimming of units from degree programs as well as evaluation of course/program outcomes within Canvas so that it is planned and tracked more readily; ensure that formal requests for facilities improvements have been made and are followed up on -- goals involve such items but requests are not reflected in part 3 or part 4 of Resource Section.

Vice President Name

Shayla Sivert

Vice President Sign Date

12/29/2020