Status: **Incomplete**

Entry #: 9

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Arts, Media and Business Administration

Department Name
Art

Department Chair Name
Mark Hudelson

Discipline Name
Art (ART)

Department Chair email
mhudelson@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Sasha Jonestein (Ceramics Professor)
Michael Hernandez (Glass Professor)
Hwang "Bo" Kim (Drawing & Painting Professor)
Elaine Wilson (Art History Professor)
Mark Hudelson (Art History Professor)

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

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
5

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
4.44

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
7.19

List the classified and other permanent staff positions that support this discipline.
Paul Helling, ADA, 12 months, 100%
Keri McNamara, ISA, 11 months, 20% - AML (separate PRP)
Wes French, ISA, 12 months, 100%
Tim Murdoch, ISA,12 months, 100%

List additional hourly staff that support this discipline and/or department
Corina Bilandzija, 15 hrs. per week.
Katherine Edquist, 15 hrs. per week.
Gabriel Hidalgo, 15 hrs. per week.
Florentino Silva, 10 hrs. per week.

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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?
Our program learning outcomes 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 degree and certificate has its 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 courses within our programs prepare students for the application of the appropriate 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. Students should have a clear understanding of their educational journey through our programs on the Palomar Pathways Mapper tool.

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. Prof. Wilson has done a great job updating and aligning our art history SLOs. Prof. Kim has all of the drawing & painting courses up to date. Prof. Hernandez has been a great SLO Facilitator for our department and his glass classes have been recently assessed.

Summarize the major findings of your program outcomes assessments.
Assessments that have been completed 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. Many 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 have too many 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 trim 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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
(Copying and pasting from the Excel spreadsheet resulted in a jumble of numbers, so I retyped the results below.)
DEGREES AND CERTIFICATES AWARDED (COUNT):
2016-17: 2 AAs, 1 AA-T.
2017-18: 2 AAs, 4 AA-Ts.
2018-19: 2 AAs, 5 AA-Ts.
2019-20: 3 AAs, 12 AA-Ts.
2020-21:2 AAs, 4 AA-Ts.

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

What factors have influenced your completion trends?
With the exception of the outlier '20-'21 COVID academic year, our completions have steadily increased over the five-year period. Low enrollment campus-wide negatively impacted our recent '20-'21 enrollment and completions. Although low, those completions were actually the same as the '17-'18 academic year, which had risen over previous years ('15-'16 had 2 completions, '16-'17 had 3). In '18-'19 we increased to 7 completions, and in '19-'20 we had 15. Were it not for COVID, I'm confident our numbers would have risen again in '20-'21. From the '15-'16 academic year through the '19-'20 year, AAs stayed relatively flat, while AA-Ts experienced the most growth.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
All of our programs' success is directly related to our dedicated faculty and staff, who have gone above-and-beyond during the switch to Distance Education when the pandemic hit in March 2020 through today. Our partial return to face-to-face instruction has also been fraught with difficulties that our faculty have overcome. Our faculty have also worked hard to offer classes in rotations that best meet students' needs, while working within the confines of limited FTEF allowances. The increasing success of the AA-T degrees is due in part to their low unit requirements. Not all of our students are interested in transferring to traditional 4-year universities, but for those who are, the AA-Ts are attractive. With the pandemic, many of our courses were cut or curtailed due to low enrollment, but are now coming back in Fall '21 and even more in Spring '22. Whether online or face-to-face, we've adapted and had good efficiency ratings for our courses.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
An obvious challenge we've recently faced is trying to maintain a department where many classes rely on face-to-face instruction and hands-on work. The pandemic has disproportionately affected the Art Department. Our faculty have done an amazing job of making studio courses work online, but enrollment has suffered since some students prefer to be in the studio or classroom. Being able to offer most of our studio courses in person this Fall '21 is a good first step toward rebuilding our enrollment. We'll see nearly all of our studio classes face-to-face in Spring '22. Another challenge we've faced is reducing programs with higher unit requirements. With many of our students more interested in eventual art school transfers or moving into the working world, it's vital that they receive instruction that is both broad and deep. Reducing units to make programs easier to finish in two years is desirable, but not always the best for properly disseminating a body of knowledge to our students. Another issue we've faced is the funding hurdles for short-term student and hourly workers in our 3D area, as well as models for our 2D classes. Dean Smily has been instrumental in finding this money for us, but it's been difficult. It would be great to have a guaranteed, steady budget for these vital instructional needs.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor’s Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

What is your program's standard for Discipline COURSE Success Rate?
73.0%

Why did you choose this standard?
Our program's standard for Discipline Course Success Rate was 70% a few years ago, 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 and Fall 2020, but was up again to 78% for Fall 2019. Given the enrollment instability due to COVID-19, we feel that 73% is still above the college's average, and yet at the same time, realistic given the hit that our Department has taken since Fall '20, which was the first full semester that we felt the pandemic's effects.

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
Our faculty's success in retaining students during online learning, coupled with their efforts in transitioning back to a safe face-to-face environment, is the basis for our stretch goal of 75%. Also, our academic maps in the relatively new Palomar Pathways Mapper tool, which clearly shows students the requirements and pacing for degree completion, should help with our success rates, too.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
For our courses that have been assessed, SLOs have been met. With our success rate at 73% for '20-'21, which is above the college success rate of 69% for that same year, it would seem that are courses' SLOs are being successfully established, monitored, and met. Objectives appropriate to our specific classes and disciplines have been set up by our faculty and results have been collected to determine students' level of success. Our retention rate of 88% last year, during the pandemic, was slightly better than the college's average at 85%, so it would seem that Art students are successfully mastering outcomes in introductory classes, and taking that success to other courses in our department.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
No

If you answered no, please explain.
During the pandemic, we were not able to offer many classes that need to be offered in person, especially glassblowing, glassforming, and sculpture (foundry in particular). The switch to online for our other courses was labor-intensive and affected our ability to perform SLO reviews in some cases. We do need to do a better job updating our SLOs, and that is a high priority for us as we return to a more traditional schedule, hopefully by Spring '22 or Fall '22.

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

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

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how ***all*** of our programs connect to future careers.

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

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

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?

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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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?
When the rest of the campus received upgrades through Prop M funds, the Art Department was 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 enrollment and retention rates should improve if students aren't frustrated by 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
5/31/2022

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
5/31/2022

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. Because our Sculpture professor/discipline lead is on sabbatical this year, we won't be able to complete this goal this academic year. Thus, our projected completion date below is the end of Fall 2022.

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
12/30/2022

Goal 4

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 was done for C-7 (our Ceramics room). I've seen emails lately that this may in the works, but in case it doesn't materialize, we've included it here in the PRP.

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
12/31/2021

Goal 5

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. Additionally, this will result in long term savings to the District through integrating new technology and materials which allow for significantly more energy efficient firings. This is beneficial from both an environmental and fiscal perspective.

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
5/31/2022

Goal 6

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. If these furnaces would have been approved when first added to our PRP 7 years ago, they would have paid for themselves considering the difference in efficiency. Each year that these furnaces are not approved, the District is losing the opportunity to save thousands of dollars. We feel that this alone justifies this as an essential goal.

In addition to the energy savings gained from the advanced technologies of their design and control systems, these furnaces are equipped with the most state-of-the-art safety systems on the market. which 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 reduction in the amount of staff and faculty hours to be used to fully dismantle and rebuild equipment on our current 4-5 year cycle.

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, a significant factor in student retention.

Expected Goal Completion Date
5/31/2022

Goal 7

Brief Description
Replace 3 glass glory holes (reheating 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 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
5/31/2022

Goal 8

Brief Description
Review degree programs and certificates for unit reduction

Is this a new or existing goal?
New

How will you complete this goal?
Discipline leads will review degrees and certificates in their areas to determine if course requirements can be streamlined or trimmed.

Outcome(s) expected (qualitative/quantitative)
Because students already have many GE courses to take, we'd like our degree programs to be lean enough that students can complete their program in 2-3 years. This should increase completions, which in turn will create more funding based on new state funding formulas. Qualitatively, care must be taken to not diminish the rigor and depth of each degree.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
One of our department and college goals is to provide a positive transfer experience for those Art student who wish to transfer to a 4-year university. Not all of our students want that path, but for those who do, streamlined programs are an obvious benefit. Easier to complete degree programs will result in more degrees awarded, and thus more funding, as part of one component of the college's strategic plan. And Guided Pathways has, in part, provided some of the impetus for us to re-evaluate our programs to allow for 2-3 year completion periods.

Expected Goal Completion Date
12/30/2022

Goal 9

Brief Description
Replace smaller, older electric kilns with a larger Skutt Oval Kiln

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 an electric kiln that can fire a larger quantity and scale of work. This will increase energy efficiency by reduce individual firings as well as allow for students making larger work to have a kiln that can accommodate their sculptures. In particular, we don't currently have kilns that can accommodate large flat work such as platters, large shallow bowls, tiles and sculpture.

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 offering a broader range of potential for scale. This will overall improve student success and satisfaction and allow us to continue serve the demand and interest in the program. Additionally, this will result in long term savings to the District through reducing the number of individual firings which are less energy efficient and create more wear and tear on our smaller kilns.

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 or crack the kiln. This should be achievable solely through their ability to understand and execute the processes covered in the course. Having to spread larger pieces over multiple kilns shelves significantly increases the potential for cracking and warping, decreasing student's success rate. Ultimately, this discourages the development of skills to make larger objects and leads to frustration and disappointment for those who do. This will also help with our overall goal to transition all of our equipment to more energy efficient models.

Expected Goal Completion Date
5/31/2022

Goal 10

Brief Description
Replace Glass Casting Kilns

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 kilns needed to replace our existing, outdated and dilapidated equipment.

Outcome(s) expected (qualitative/quantitative)
The current glass kiln is dilapidated and functions poorly. The size of the kiln does not support the class size and amount of work produced by 24+ students. Additionally, the kiln is unreliable and student work is lost, wasting their time and money invested in buying materials. With the current system, the faculty often has to come in over the weekend to catch up with firing the student work for class to run smoothly. The current kiln is insulated primarily with a ceramic fiber material that sheds dangerous fibers. Faculty and staff are both inconvienced and put at risk of exposure to these fibers.
The requested kilns fire evenly and accurately, using advanced control systems to monitor and regulate temperature. This results in consistency to the work being fired, which is essential to the student experience and their understanding of the processes. Additionally, the fulfillment of this request would add another kiln to our studio, providing for more work to be produced. This greatly contributes to the student experience and allows for an increase in first-hand knowledge of the processes central to the course content, objectives, and outcomes. As there are mixed level classes running simultaneously, these kilns would provide for multiple processes to run simultaneously, eliminating the need for faculty to return to campus on evenings and weekends to ensure firing schedules are met.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The glass casting courses rely on these kilns for the research and production of all coursework. The use of glass is outlined in multiple glass casting course and program SLOs. The quality of kiln-formed glass 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, a significant factor in student retention.

Expected Goal Completion Date
5/31/2022

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?
No

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.

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
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.

Staff, CAST, AA request 2

Title of position
Instructional Support Assistant - Glass

Is this request for a full-time or part-time position?
Part-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
This is a critical position for the operation, oversight, and safety of the glass area classes. Our current staff are not familiar with the glass processes in our courses, nor the in-depth knowledge needed to perform regular maintenance on the glass equipment without direction and oversight. The Glass Area has a great deal of furnace and kiln equipment, as well as many tools that support the program which need regular inspection for safe operation. For the past 5 years, the glass faculty has been required to assume many of these responsibilities that require numerous weekly hours (with regular work required during off-contract time) of equipment building and maintenance, part-time staff oversight, sourcing/ordering materials, open lab monitoring, cleaning, etc. This position has not been rehired since the last ISA-Glass retired which has led to considerable strain on the department budget, faculty workload, and dilapidating equipment. We are also looking to the future of the program, where we can expand into other areas of art glass education, especially through flameworking. It is critical that we have process-knowledgeable staff to support our current operation and future growth.

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 the efficient and safe operation of the glass area equipment, which we are slowly converting to more technology-assisted equipment for monitoring and safety. This contributes to greater safety for the user and protection for longevity of the equipment.

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. It is important to ensure that our facility functions safely and smoothly, keeping equipment operational. This staff position also works directly with students to ensure and reinforce course objectives and outcomes are met. The processes involved in the Glass program are extremely hands-on, with students and best served by having consistency in instructional support by someone with the background and experience of a professional.

Strategic Plan 2022 Objective

1:3 3:1 3:4 3:5

If the position is not approved, what is your plan?
We believe this is a critical position. However, if not approved, the Glass faculty will continue to assume the responsibilities, outside of his contract, required of this position that are critical to the objectives of the program and courses, and the safe and smooth operation of the studios and their equipment.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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

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.
A recurring budget need that we have is for our Short-Term/Hourly account. From this account we hire our hourly workers for the Glass area, Ceramics area, and models for our Drawing & Painting courses. These break down as follows:

CERAMICS: 2-3 workers needed needed at $14-16 for 10-15 hours per week (this range is based on availability and experience of short term employees). The semester cost would be $8,000 and the annual cost would be $16,000.

GLASS: 3 workers needed at $14-16 for 10-15 hours per week (this range is based on availability and experience of short term employees).The semester cost would be $10,000 and the annual cost would be $20,000.

MODELS: Approx. 5 models needed at $28 per hour for an average of 4.125 hours per week (Fall, Spring, and Summer. For Fall we need 22 model sessions x 3 hours each for a total of 66 hours/$1,848. For Spring we need 44 model sessions x 3 hours each for a total of 132 hours/$3,696. For Summer we need 22 model sessions x 3 hours each for a total of 66 hours/$1,848. The total academic year (Fall, Spring, Summer) would be $7,392.

TA: Needed to assist Prof. Kim with class preparation, organizing the classroom and still life closets. This is necessary due to medical, physical limitations of Prof. Kim. 1 worker is needed at $15 per hour, 5 hours per week, for a total of $75 per week. $75 per week x 16 weeks = $1,200 per semester. $1,200 (Fall) + $1,200 (Spring) + $600 (Summer) = $3,000 per academic year.

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 of 2020. For 2021, we were budgeted over $5,000 less than the previous year (2021 = $29,339). This despite our continued need for the added models expense to our budget. As we ramp up and return to on-campus instruction, the need to keep our equipment up to date and hire enough short-term/hourly workers is very important.

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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?
Yes

Technology Request

Technology Request 1

What are you requesting?
New laptops for contract faculty

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
With the exception of Prof. Jonestein's 2021 laptop, all of our contract faculty's laptops are nearing the end of their warranties or they've already expired. Palomar-issued laptops are our office computers and classroom computers for presentations. They are integral tools for instructing students and fulfilling our institutional obligations. With regard to SLOs, none of them can be accomplished if faculty don't have the proper equipment to communicate with students, use Canvas, or present lectures in the classroom. We currently have 6 full-time faculty (not counting Prof. Jonestein's laptop) and we're planning on hiring 2 more to start in Fall '22. So that's 8 contract faculty. The price of Prof. Jonestein's laptop was $3,368 (3/11/21 quote, includes warranty and tax). 8 x $3,368 = $26,944.

Estimated Amount of Request.
$26,944.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?
No, No, we don't have a budget for this request. Yes, we need additional funds.

What PRP plan goal/objective does this request align with?
Goal 2 and Goal 3.

What Strategic Plan 2022 Goal:Objective does this request align with?

1:1	1:3	1:5	2:1
2:2	2:3	2:4	3:1
3:4	3:5	4:3	5:1

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)
1

Do you think that your request for technology will require changes to a facility?
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

Part 4: Facilities Requests

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

Facilities Requests

Facility Request 1

What are you requesting?
Air Conditioning in C-15

What discipline PRP plan goal/objective does this request align with?
Goal #4

What Strategic Plan 2022 Goal:Objective does this request align with?

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
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.
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.

Is there an associated cost with this request?
Yes

Will you fund the request through your budget or other sources?
One Time Request

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?
Improvement of facilities for faculty, staff and students. Electrical may need to be addressed.

Facility Request 2

What are you requesting?
Update and repair of current dust collection system in C-11.

What discipline PRP plan goal/objective does this request align with?
Goal #1

What Strategic Plan 2022 Goal:Objective does this request align with?

1:5	2:3	2:4	4:2
4:3	5:2		

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

The dust collection system located in the art department has been in place for over 30 years. The ductwork attached to the woodworking machines is brittle and splitting causing unwanted particulate to circulate throughout the room. Some of the ductwork needs to be replaced with new neoprene hoses to each machine as well as general maintenance throughout the ducting system. Including: removing dead ended ducts, re-sealing seams, removing old rivets and replacing with new, cleaning out debris from inside the ducts and replacing old filters in the dust collection machine. It was pointed out that if the filters aren't replaced, we're sacrificing the durability and longevity of the dust collector, which would be a huge expense to replace. This room and equipment are essential for every discipline within the department. The equipment is also used in the maintenance and fabrication necessary for the support of the area."

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

One Time Request, $18,000

What impacts will this request have on the facilities/institution (e.g.,water/electrical/ADA compliance)?

Cleaner air will result in better compliance with health and safety regulations for students, faculty, and staff. Cleaner air from repaired dust collections systems will create less stress on our air filtration systems added since COVID.

PART 5: 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?
Yes

Requests

Item 1

What are you requesting?
Wet Dog Casting Ovens CKF36-2

Estimated Amount of Request.
$45,000.00

Will you accept partial funding?
Yes

Budget Category
Operating Expenses

What PRP plan goal/objective does this request align with?
Goal 10: Replace Glass Kilns

What Strategic Plan 2022 Goal/Objective does this request align with?
1:3 2:4 3:4

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These are kilns designed for use with glass casting, fusing, and slumping processes. The firing chambers are insulated with a sturdy brick and insulating board that allow for efficiency and accuracy in firing temperatures, a key to achieving desired results. They also have control and monitoring systems that ensure accurate temperature throughout the firing chamber.

The glass casting courses rely on kilns for the research and production of all coursework. The use of glass is outlined in multiple glass casting course and program SLOs. The quality of kiln-formed glass could and should 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, a significant factor in student retention.

The current glass kiln is dilapidated and functions poorly. The size of the kiln does not support the class size and amount of work produced by 25+ students at multiple levels, simultaneously working on different projects. Additionally, the kiln is unreliable and student work is lost, wasting their time and money invested in buying materials. With the current kiln, the faculty often has to come in over the weekend to catch up with firing the student work for class to run smoothly.

The current glass kiln is dilapidated and functions poorly. The size of the kiln does not support the class size and amount of work produced by 24+ students. Additionally, the kiln is unreliable and student work is lost, wasting their time and money invested in buying materials. With the current system, the faculty often has to come in over the weekend to catch up with firing the student work for class to run smoothly. The current kiln is insulated primarily with a ceramic fiber material that sheds dangerous fibers. Faculty and staff are both inconvienced and put at risk of exposure to these fibers.
The requested kilns fire evenly and accurately, using advanced control systems to monitor and regulate temperature. This results in consistency to the work being fired, which is essential to the student experience and their understanding of the processes. Additionally, the fulfillment of this request would add another kiln to our studio, providing for more work to be produced. This greatly contributes to the student experience and allows for an increase in first-hand knowledge of the processes central to the course content, objectives, and outcomes. As there are mixed level classes running simultaneously, these kilns would provide for multiple processes to run simultaneously, eliminating the need for faculty to return to campus on evenings and weekends to ensure firing schedules are met.

SLOs impacted:

ART 156
Kiln casting process - Students will develop a three dimensional wax model and use proper techniques and materials to produce a mold to be used in the kiln casting process.

ART 278
Kiln casting process - Students will develop a three-dimensional wax model and use proper techniques and materials to produce a mold to be used in the kiln casting process.

Please upload a copy of the quote, if available.

Wet Dog Glass Quote 5530.pdf
101.99 KB

Item 2

What are you requesting?
(2) Wet Dog Glass Furnaces - RDT560

Estimated Amount of Request.
$115,000.00

Will you accept partial funding?
Yes

Budget Category
Operating Expenses

What PRP plan goal/objective does this request align with?
Goal 10: Replace Glass Furnaces

What Strategic Plan 2022 Goal/Objective does this request align with?
1:3 2:4 3:4

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
These are state-of-the-art furnaces used for melting glass. Their construction, insulation, control and monitoring system, heat recuperation, and safety systems allow for high energy efficient, ease of user interface, and advanced safety for the user and equipment protection. These furnaces are commonly used at institutions due to the need to provide the highest level of safety, ease of use for differing ability levels, and energy efficiency. These unit are also designed to have the greatest ease for regularly scheduled maintenance, to reduce the impact on staff/faculty schedules.

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 manufacturer feature 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. If these furnaces would have been approved when first added to our PRP 7 years ago, they would have paid for themselves considering the difference in efficiency. Each year that these furnaces are not approved, the District is losing the opportunity to save thousands of dollars. We feel that this alone justifies this as an essential goal.

In addition to the energy savings gained from the advanced technologies of their design and control systems, these furnaces are equipped with the most state-of-the-art safety systems on the market. which 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 reduction in the amount of staff and faculty hours to be used to fully dismantle and rebuild equipment on our current 4-5 year cycle.

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, a significant factor in student retention.

SLOs impacted:
ART 160
Equipment and tool knowledge - Students will demonstrate and describe competency and display safe, proper usage/technique of basic glassblowing hand tools and equipment function.

Lab demonstration - Students will be able to display competency at a basic level of skill and communicate knowledge of
glassblowing and glassforming techniques.

ART 280
Equipment and tool knowledge - Students will demonstrate and describe competency and display safe, proper use/technique of glass tools and equipment. Additionally, students will have a basic knowledge of the operation of furnaces and kilns.

Lab demonstration - Students will be able to display competency at an intermediate level of skill, as well as demonstrate form and color control in the production of blown and solid glass objects.

ART 290
Equipment and tool production - Students will design, create, and successfully implement a custom made tool in the production of a glass object.

Lab demonstration - Students will be able to develop and produce a series of objects that have consistent shape, color, and size.

Please upload a copy of the quote, if available.

Wet Dog Glass Quote 5528.pdf
107.24 KB

Item 3

What are you requesting?
(3) GH12 Wet Dog Glory Holes

Estimated Amount of Request.
$55,000.00

Will you accept partial funding?
No

Budget Category
Operating Expenses

What PRP plan goal/objective does this request align with?
Goal 7: Replace 3 glass glory holes (reheating furnaces).

What Strategic Plan 2022 Goal/Objective does this request align with?
1:3 2:4 3:4

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

These are state-of-the-art furnaces used for reheating glass. Their construction, insulation, control and monitoring system, and safety systems allow for high energy efficient, ease of user interface, and advanced safety for the user and equipment protection. These glory holes are commonly used at institutions due to the need to provide the highest level of safety, ease of use for differing ability levels, and energy efficiency. These unit are also designed to have the greatest ease for regularly scheduled maintenance, to reduce the impact on staff/faculty schedules.

Commercially-designed glory holes are equipped with many state-of-the-art technologies for energy efficiency, safety, and user interface that our less conventional units, which are built/rebuilt with a focus on economy do not accommodate for.

These glory holes are equipped with the most state-of-the-art safety systems on the market. which 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 using the dilapidated units that we currently have. This can contribute to the quality of glass equipment for 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 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 furnaces must be overseen and produced by the faculty. This would allow for a significant reduction in the amount of staff and faculty hours to be used to fully dismantle and rebuild equipment on our current 2-3 year cycle with a significant amount of rehabilitation required yearly or more often.

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 equipment by these glory holes 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, a significant factor in student retention.

SLOs impacted:
ART 160
Equipment and tool knowledge - Students will demonstrate and describe competency and display safe, proper usage/technique of basic glassblowing hand tools and equipment function.

Lab demonstration - Students will be able to display competency at a basic level of skill and communicate knowledge of
glassblowing and glassforming techniques.

ART 280
Equipment and tool knowledge - Students will demonstrate and describe competency and display safe, proper use/technique of glass tools and equipment. Additionally, students will have a basic knowledge of the operation of furnaces and kilns.

Lab demonstration - Students will be able to display competency at an intermediate level of skill, as well as demonstrate form and color control in the production of blown and solid glass objects.

ART 290
Equipment and tool production - Students will design, create, and successfully implement a custom made tool in the production of a glass object.

Lab demonstration - Students will be able to develop and produce a series of objects that have consistent shape, color, and size.

Please upload a copy of the quote, if available.

Wet Dog Glass Quote 5529.pdf
105.12 KB

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.
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