



# 2022-23 Instructional Program Review and Planning

## 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**

2022-23

**Are you completing a comprehensive or annual PRP?**

Comprehensive

**Division Name**

Arts, Media and Business Administration

**Department Name**

Art

*Choose your department. If you don't see it, you may add it by typing it in the box.*

**Discipline Name**

Art (ART)

*Choose your discipline. If you don't see it, you may add it by typing it in the box.*

**Department Chair Name**

Mark Hudelson

**Department Chair email**

mhudelson@palomar.edu

**Please list the names and positions of everyone who helped to complete this document.**

Ingram Ober (Sculpture Professor), Mike Hernandez (Glass Professor), Hwang (Bo) Kim (Drawing & Painting Professor), Elaine Wilson (Art History Professor), Briana Stanley (Drawing & Painting Professor), Mark Hudelson (Art History Professor), Paul Helling (ADA), Tim Murdoch (ISA), and Wes French (ISA). Sasha Jonestein (Ceramics Professor) is on sabbatical this year.

**Website address for your discipline**

<https://www.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.

**Describe how your mission statement aligns with and contributes to the College's Vision and Mission.**

The College's vision is to transform lives for a better future. Our mission statement reflects this same vision through engaging art courses that educate and inspire our students toward their future goals. And just as the College's mission is to respect and support our students, so too does our mission statement. This is reflected in our goal of creating an "all inclusive and supportive academic atmosphere...." Finally, part of the College's mission is to engage students with their local and global communities. The Art Department's mission statement mirrors this goal with our intention of exposing students to "diverse cultural identities and historical and global developments in all branches of the visual arts...."

Link: [Vision, Mission, and Values](#)

[\(Click here for information on how to create a mission statement.\)](#)

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

☒ Yes ☐ No

**Are any of your programs TOP coded as vocational (CTE/CE)?**

☐ Yes ☒ 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

*AA, AS, ADT, Certificates, etc.*

## BASIC PROGRAM INFORMATION: 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 links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

7

*Enter a number.*

Link: [Permanent Faculty and Staff Count](#)

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

4.40

Link: [FTEF Data](#)

**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**

5.80

Link: [FTEF Data](#)

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

Paul Helling, ADA, 12 months, 100%  
Wes French, ISA, 12 months, 100%  
Tim Murdoch, ISA, 12 months, 100%  
Keri McNamara, ISA, 11 months, 20% - AML (separate PRP)

Link: [Permanent Faculty and Staff Count](#)

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

Lydia Smith, 15 hrs.  
Randall Reese, 16 hrs.  
Florentino Silva, 16 hrs.  
Ashley Cowling, 16 hrs.  
Moran Nhel, 8 hrs.  
Corina Bilandzija, 22 hrs.

## 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](#). 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? Please explain.**

The learning outcomes of our various degree programs address the scope of media and skills to be covered by that program, as well as the deeper knowledge, skills, and abilities (KSAs) required for students to transfer or seek employment. Each degree and certificate has its own unique set of program learning outcomes. These outcomes are described, updated and assessed for each program in Nuventive. Our outcomes address the breadth of coursework required for each degree or certificate (in terms of KSAs), as well as the depth of knowledge required for the program itself (such as 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). It was noted that the three program SLOs for Art History are in Nuventive, but these Learning Outcomes were not in the Palomar Pathways Mapper for some reason.

**How do they align with employer and transfer expectations?**

Our programs' classes prepare students for the application of the appropriate KSAs 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 interdisciplinary) needed to master a given program's breadth, as well as the depth of knowledge required from beginning to more advanced concepts.

Regarding 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 (TMC). Thus, their transfer process is seamless. Recently, the Chair has been working with Benjamin Mudgett to expand the List B offerings in the Studio Art AA-T. Whereas the degree only had only 2D classes in the past, now we're adding in many 3D classes, including ceramics, sculpture, jewelry, as well as graphic design. This revision is going out to the full-time faculty over Winter break with anticipated changes submitted to the next level in Feb./Mar. 2023 (according to Benjamin). This should streamline and open up the opportunities for our Art students to attain this transfer degree.

The rest of our discipline's program outcomes are designed to meet lower division university requirements for their respective degrees, serve as lower division coursework for transfer to an art school, or provide students with the ability to gain employment in entry-level art-related positions. Students can gain 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 program's plan is to review our outcomes every three years, according to the cycles stipulated in Nuventive. We are behind on some and need to address those this year. And we need to be sure any updates are reflected in our class CORs in META. These program reviews are based on 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 (discussed in the ArtD and ArtI PRPs), with employer expectations. Prof. Wilson has done a great job updating the SLOs of our non-Western art history classes and Modern class. Prof. Kim has all of the drawing & painting courses up to date. Prof. Mandel has recently entered assessment results for our Jewelry classes. And Prof. Hernandez has been a great SLO Facilitator for our department.

### **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. We have identified some roadblocks in our sequencing, such as students needing to take our Color Theory class as a prerequisite for our painting courses, but we aren't able to offer an adequate number of sections to fill the need. We are working with our Dean, who's been helpful with this, to increase our class offerings where there is demand. 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. Prof. Mandel has already started this process for the Jewelry and Metalsmithing program.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess.

[Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

**How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.**

The Art Department's courses support both General Education requirements, as well as our Institutional Learning Outcomes. Related to General Education requirements, our classes satisfy many components related to AA/AS degrees, transfer to the CSU system, and movement into the UC system. Our art history courses (Art 100, Art 163, Art 164, Art 165, Art 166 and Art 169), which cover both Western and non-Western art, fulfill the "Area C: Humanities" requirements as part of our AA degrees. Our introductory studio classes (Art 102, Art 104 and Art 105) also fulfill the "Area C: Humanities" section. These same art history and art studio classes fulfill transfer requirements for the CSU system within the "Area C: Arts & Humanities" section. For the IGETC requirements, all six of our art history classes fall under "Area 3: Arts & Humanities." For the college's GE and ILOs, our department offerings meet all areas of competency. The first outcome is "Communication," where these outcomes are met through written essays/papers, oral activities such as presentations and critiques of student work, and visual communication through the production of works of art. For the second outcome, "Computation," mathematical skills are often used in our studio classes, whether related to linear perspective in the 2-D arts, or geometric forms in the 3-D arts. All of the areas within the third outcome, "Creative, Critical and Analytical Thinking," are integral parts of all of our classes, whether art history or art studio. Students must take reading, lecture and discussion components and apply them to new problems, projects or historical pieces. And the final outcome, "Community, Multicultural/Global Consciousness and Responsibility" are addressed directly within our art history classes, particularly our Introduction to Art classes, which cover the various non-Western cultures, including Asian art, African art, Oceanic art, and the art of the Americas. These cultures' art and societies are covered more in depth in our Art 163 (Arts of Asia) and Art 164 (Arts of Africa, Oceania and the Americas) courses.

**Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.**

Our course outcomes assessments show strong student mastery, especially within the GE/ILO areas of "Creative, Critical and Analytical Thinking" and "Community, Multicultural/Global Consciousness and Responsibility." Both our studio and history courses align with the outcomes desired from these areas of learning. Although the area of "Computation," for example, is not one that is traditionally associated with the arts, our engagement with other departments, such as we've done in the past with the Math Department and their Math Across the Curriculum initiative, allowed us to rethink how art is presented to our students, and how it dovetails with the curriculum of other departments on campus.

## 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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)						
Row Labels	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
AA Degree	2	2	2	3	2	
AA-T Degree		1	4	5	12	4
AA/AS Total	2	3	6	7	15	6
Grand Total	2	3	6	7	15	6

\*The provided link only broke down data by AAs and AA-Ts. We offer two different AA-Ts (Studio Arts and Art History) and several AAs (Painting, Ceramics, etc.). That specific data wasn't available at the link above.

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

☒ Increased ☐ Stayed the same ☐ Decreased

Choose one

**What factors have influenced your completion trends?**

Our completions doubled from '16-'17 to '17-'18. With the introduction of our two AA-T degrees, our program completions have increased greatly, more than doubling from '18-'19 to '19-'20. These two degrees have minimal unit loads. The exception to this increase was the '20-'21 academic year, which was negatively impacted by COVID and lower enrollments.

**Are the courses in your discipline required for the completion of other degrees/certificates?**

☐ Yes ☒ No

**Do you have programs with 7 or fewer completions in the last 5 years?**

☒ Yes ☐ No

**What steps are you taking to address these completions?**

Discipline leads are examining their AA degrees to reduce their unit loads and make them easier for students to complete in two years. Work has begun on the Jewelry and Metalsmithing AA.

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.

**What is your program standard for the NUMBER of program completions?**

7

*Enter the number of completions per academic year.*

**Why did you choose this standard?**

"7" is the average number of completions we've had each year over the past five years.

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.

**What is your stretch goal for program completions?**

8

**How did you decide upon your stretch goal?**

With the program reviews/reductions not yet completed and without all of our faculty present (one faculty member was on sabbatical last year, another is on sabbatical this year), the modest average increase of one completion per year (12% increase) seems reasonable. Because our classes run across multiple programs, it's really necessary for all of our faculty to be present, especially in the 3D area, to be able to discuss programs reductions. Classes that may be removed from one program, may be integral to another program, while classes that are "orphaned" without a program may be susceptible to cuts and loss of breadth of knowledge for our students. So this really needs to be a group discussion.

## **ENROLLMENT AND EFFICIENCY TRENDS**

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the College when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

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

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

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by opening the link titled "Program Enrollment Trends" below.

Link: [Program Enrollment Trends](#)

**Have your enrollment trends increased, decreased, or stayed the same for your discipline over the**



**past five years? (check box)**

☒ Increased ☐ Stayed the same ☐ Decreased

**Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)**

☒ Increased ☐ Stayed the same ☐ Decreased

**Were these trends expected? Please explain.**

I think we need more nuanced boxes than what's available above. For Art, our enrollment and efficiency increased from Fall '17 through Fall '19, but then decreased for Fall '20 and Fall '21, obviously due to the pandemic. From Fall '17 - Fall '19, fill-rates increased from 88.4% to 95.3%. (Even at our lowest, our fill-rate was above the college fill-rate goal of 85%.) Those fill rates dipped to their lowest (85.5%) in Fall '20, then rebounded a bit in Fall '21 (91.3%). Our WSCH per FTEF increased from 505.22 in Fall '17 to 551.24 in Fall '19. As expected, we fell to 471.43 in Fall '20, and then to 444.18 in Fall '21. But for the five years we've been asked to analyze, we had more years of increases than decreases. And yes, these trends were expected due to COVID. Art suffered particularly hard due to the hands-on nature of studio classes. The fact that our enrollment dropped as little as it did is a testament to the ingenuity and hard work of our instructors who translated their F2F projects (and often completely rewrote them) for the online environment. The rebound in Fall '21 of our fill-rate is another indicator of our faculty's hard work.

*Please use wsch/ftef and fill-rate.*

## **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.**

The main factor behind our programs' success is our faculty and staff. They are all exceptional individuals who were adaptable and worked very hard to make the transition to Distance Education as seamless as possible for our students. As mentioned above, this is why our enrollment was not as bad as it could have been in Fall '20 and why our fill-rates rebounded so quickly in Fall '21. Not only is our department full of exceptional individuals, but I would also say that we work together well as a team. We have productive department meetings, problem-solve issues together, and meet challenges as a group dedicated to serving our students. When the inevitable issues arise, we meet them professionally and with honest compassion.

**What factors have presented challenges for your program(s)? Describe the impact of these challenges.**

Aside from the challenge of moving everything online and now back to face-to-face again, our biggest challenge is a common one: inadequate funding. Our department's smooth functioning depends on lots of equipment, which needs maintenance and sometimes replacement, and adequate staffing. We have been short-staffed for years in our studio areas, where we used to employ more ISAs. We've attempted to fill this gap through hourly and volunteer workers, but this requires lots of repeated training and oversight. Our 2D area requires models, which are also costly. In terms of equipment, we were very thankful to have received the funding from our last PRP for two new ceramics kilns to replace our outdated, dilapidated ones. Next on our list is securing funding for new glass furnaces that should be replaced, not simply rebuilt as we've done the last few years. The current furnaces are safe, but their lifespans diminish faster than with new furnaces.

## 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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

*The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.*

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

**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 72% in Fall 2020, but was up again to 75% for Fall 2021. 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.

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

☒ Increased ☐ Stayed the same ☐ Decreased

**Was this expected? Please explain.**

Over the last five years, our Success Rate has fluctuated, while always staying above the college rate of 70%. The big dip in our rate for Fall 2020 was expected, since that was the first full semester into the pandemic. Since then, our Success Rate has increased from 72% to 75%, so we're on the right track.

**What is your stretch goal for course success rates?**

75.0%

**How did you decide upon the goal?**

Our faculty's success in moving our students through our courses 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%. With declining enrollments college-wide and the fluctuation of Success Rates over the last five years, going above our standard of 73%, while maintaining our Fall '21 rate of 75%, seems reasonable. Increasing enrollments, our college's status as a Home College for DE, and the implementation of our academic maps in the Palomar Pathway tool, should all help with our success rates, too.

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

☐ Increased ☒ Stayed the same ☐ Decreased

**Was this expected? Please explain.**

In Fall of 2017 our Retention Rate was 93%. It was the same last year in Fall of 2021. There was an obvious dip in Fall '20 to 88% due to COVID, but the fact that we're back at our pre-pandemic retention levels is a testament to our faculty and staff's hard work. I think this shows that we're doing a good job of engaging and supporting our students both in person and online.

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> When or where (time of day, term, location) | <input checked="" type="checkbox"/> Gender    |
| <input checked="" type="checkbox"/> Age   | <input checked="" type="checkbox"/> Ethnicity |
| <input type="checkbox"/> Special Pop. (Veteran, foster youth, etc.)             |   |

**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?**

Our Success Rates for Day classes was 84%, and 87% for our Night classes. There's not much of a statistical difference there. Both are well above the Institutional Set Standard of 70%. Similarly, our Retention Rates for Day classes was 95% and for Night classes 97%. Again, very similar rates and also above the Institutional Standard of 90%.

Success Rates for full semester classes were a full 10 percentage points higher than for the 2nd Fast Track (76% vs. 66%). Retention Rates were nearly identical for full semester and Fast Track classes (93% and 92%).

*Time of day, term, location*

**Gender: Why do you think gender differences exist? How can you close the gap?**

The Success Rate for women was much higher than for men (79% vs. 68%), while Retention Rates were identical (93%). I'm not sure why there's such a disparity between genders for success. Our full-time faculty currently consists of four women and five men, so instruction is delivered fairly evenly by gender.

**Age: Why do you think age differences exist? What do you need to help close the gap?**

The biggest Success Rate differential by age was between 20-24 year olds (73%) and 50 and over students (85%). Maturity with regard to study habits may be a factor here. The older population of students may be taking less classes (non-transfer path) and therefore have more time to devote to the fewer classes they are taking, but this is just a guess. Referral to tutoring services on campus may help close this gap for our students in their early twenties. Retention Rates are over 90% for all of our age groups.

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

Hispanic students had our lowest Success Rate at 68%, which is just 2% below our Institutional Set Standard. As to why this is, there could many reasons, but we in the Art Department need to do a better job of referring students to support services on campus, including tutoring, to help students close this gap. All other ethnicities were above 70%, including Black or African-American students (73%), Asian students (87%), White students (79%), Multi-Ethnicity students (79%), and Unknown/Unassigned students, who had the highest success rate (89%). It's unclear why students who don't know, or choose not to disclose, their ethnicity have the highest success rate. However, this group only consisted of 19 students, so it's a small sample size. The highest number of students (444) identified as Hispanic. The next highest number of students were White students at 373. 55 students identified as Asian and 26 as Black or African-American.

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

☒ Yes ☐ No ☐ N/A

**Please share any best practice methods you use for online courses.**

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Our Success Rates for F2F and DE classes were above the Institution Standard of 70%, with our lowest rate of success for our online courses at 73%. Day and Evening Success Rates were 84% and 87%, respectively. Although our DE courses meet the standards for online teaching and all of our educators are POET certified, distance students don't seem to do as well as their F2F counterparts. Online teaching is still a relatively new teaching modality for most instructors, so it may take some time to fine tune this delivery method. Or this lower Success Rate may be intrinsic to online learning itself. Several studies seem to indicate that online higher education students, for the most part, don't perform as well as F2F students, with some exceptions (<https://www.brookings.edu/blog/brown-center-chalkboard/2021/08/13/how-does-virtual-learning-impact-students-in-higher-education/>). This is not an argument to reduce or discontinue our DE offerings, but rather that we should continue to monitor all of our Success Rates and consider what we can do to improve them.

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## **COURSE STUDENT LEARNING OUTCOMES (SLOs)**

**Summarize the major findings of your course level student learning outcomes assessments.**

With our students' success rates climbing, especially as we emerge from the pandemic, and 5% above the college rate, and with our overall retention rate at 92.9%, we're confident that our course assessments, and any needed curriculum adjustments that those assessments indicate, have been successful. And with Palomar Pathways, we have created a logical, achievable sequence of courses that increase students' knowledge, and success, within a given degree program. An ongoing process for us is identifying programs that could be made leaner and therefore reassessing our course offerings and where they fit within programs. We are in the process of that evaluation and assessment.

*Course level SLOs can be accessed through [Nuventive Improve](#)*

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

One of the main impediments we have in the Art Department is our facilities, which certainly affects student learning, but is hard to quantify in our assessments when it comes to success and retention. We are now working in some of the oldest buildings on campus. For our art history courses, we lack lecture space. We only have one lecture room in our department, which has an outdated TV for viewing images, and we have 17 art history lecture sections this Fall '22 semester. (Only 4 of those are F2F right now, but those will increase as we move further out of the pandemic. We will likely keep only a handful of Intro to Art classes online in the future.) For our studio courses, we lack rooms and facilities. Our ceramics room needs more wheels for throwing clay. Our glass students need a dedicated room for instructor lectures. Our painting room requires our instructors to constantly move around easels and drawing benches for the next class. Our sculpture classes need new foundry equipment. C-15 is in need of new flooring, stool, and tables. So our question regarding student learning and success is: how much of a better job could we do educating our students with better facilities? We are cautiously optimistic about the new Facilities discussions for 2035 which will hopefully include improvements to address these issues. But that plan is a long way off.

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**

We could improve on how we intervene with students who are struggling with our courses and get them the help they need. At one of our department meetings we discussed this very issue and came up with a strategy of having posters made to place in each of our classrooms with support service contacts listed that are available to our students, including the STAR tutoring center, EOPS, DRC, reading tutoring, housing and food security resources, student health services (including behavioral health), counseling, financial aid, and scholarship opportunities. All of this should help with student wellness and, therefore, success and retention.

**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.**

☐ Yes ☒ No

**If you answered no, please explain.**

We are behind on some course assessments and have plans to address that this academic year. We've had a few faculty members on sabbatical leaves recently. Combining that with retirements, we've been very short-staffed in terms of faculty discipline leads. Fortunately, we've just hired two new full-time faculty, so we are now better equipped to address course assessments.

## **PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING**

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

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

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

**What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.**

Our departmental strategy for scheduling classes is to provide instruction at days and times that have shown historical student demand and success. Our day and night classes have similar success rates, so we offer classes in both of those time frames. With more students becoming comfortable with Distance Education, we have increased our DE offerings for art history, where this mode of instruction makes sense. With the exception of a few studio courses, they benefit from F2F instruction. We also schedule in a way to allow students to finish degrees by not overlapping needed classes within a program. Having said that, with the college's scheduling team giving us the sections and times that they want filled, we are relying on their data to accomplish this. We have increased our offering of fast track courses for our lecture classes (art history). History of Art I and History of Art II are required for multiple programs, so we've added them in Fast Track 1 and 2 rotations, depending on the semester. For our studio courses, fast track doesn't make sense pedagogically for classes that already meet for six hours a week during a full semester. We have an added Color Theory section (Art 200) that is helping with program's that require that class.

**How do you work with other departments that require your course(s) for program completion?**

The only courses in the Art Department that work with other departments' programs are classes in our ArtD and ArtI (Design and Illustration) disciplines. A description of how these ArtD/I classes work with other departments is in those separate PRPs.

**Does your discipline offer cross-listed courses?**

☐ Yes ☒ No

**Are there curriculum concerns that need to be resolved in your department? What are they?**

We don't have any curriculum concerns at the moment, other than streamlining a few of our degrees to increase completions. Over the years our course offerings have been pared so far back, due to non-repeatability and cost-cutting, that we are offering the bare bones courses for art. The scope of our curriculum has shrunk. One concern might be that in the future, we'd like to expand our offerings (printmaking, stained-glass, etc.).

**Are there courses that should be added or removed from your program - please explain?**

As was noted above, we've already, over the years, whittled our programs down. We will continue this process to make it easier for our students to attain degrees within 2-3 years. We are also examining the very few classes we have that are not attached to any degrees or certificates. These classes may be added to our programs or, because of their interdisciplinary nature, be attached to programs in Performing Arts.

**How is the potential need for program/course deactivation addressed by the department?**

Courses that don't meet degree requirements, or that are historically under-enrolled, are examined for course deactivation in consultation with our Dean. Currently, our fill rate (91.3%) is the best in our Division, so this isn't an issue we've had to deal with lately.

**Are there areas you would like to expand?**

Our expansion into non credit course offerings has proved great for enrollment in some of our studio courses, as well as provided the community, particularly older adults, the opportunity to attend Palomar College. Due to necessity we expanded into DE beginning in March 2020. With the pandemic subsiding, we will continue a smaller footprint online, but one that will still be more robust than our pre-pandemic offerings. Our Art History classes translate well to DE, as do our classes in Foundations of Drawing, Design & Composition, and Color Theory. In Art History, we are also expanding our Fast Track class offerings on a regular, rotating basis.

**Describe any data and/or information that you have considered as part of the evaluation of your program.**

Other than data such as success and retention rates, degree completions, and fill rates, we've also seen the success of our AA-T degrees. These programs make up most of our completions and provide somewhat of a template for how we might reconsider the units of our other degrees. However, it's important to keep in mind that not all of our Art graduates are looking to transfer to four-year universities after two years at Palomar. Many are going on to art schools or into the workforce in some capacity, so they are looking for programs with the breadth to allow them to succeed in those avenues. That breadth often requires programs that need to take longer than two years to complete.

*Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance*

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

**Is the content in the program mapper accurate?**

☒ Yes ☐ No

**Is the content in the catalog accurate?**

☒ Yes ☐ No

**Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?**

☐ Yes ☒ No

**If yes, describe your efforts. If no, what type of training or help do you need to do this work?**

We developed an Art Department Diversity Statement in December of 2021, which is available, along with our Department By-Laws and Department Hiring Criteria, in our ADA's office or by request. Although we have not recently discussed embedding diversity related issues into our curriculum, this is something we have done in our classrooms for years. We show art by artists who are diverse culturally, religiously, ethnically, and in sexual orientation. Consequently, the art we show reflects this diversity of viewpoints and lives within our own community. Referring specifically to curriculum, we have recently added two non-Western art history classes: Arts of Asia (Art 163) and Arts of Africa, Oceania, and the Americas (Art 164).

**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 O\*net Link below) Are there any new or emerging careers? 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 include thriving industries such as marketing, film industry jobs (such as concept art and storyboarding), and computer science (such as web design). Some specific areas within the arts that have shown rapid growth include archival work, curators, museum technicians and conservators, set and exhibit designers, and web developers. Careers connected to virtual reality and game design also rely heavily on the arts.

Link: <https://www.onetonline.org/>

**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 that our students acquire through our programs include proficiency in composition, visual balance, color relationships, anatomy, design, sculptural principles in many media (clay, metals, glass, wood, 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 skills, 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 glassmaking, 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, and 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 line and shape in modeling forms, creating textures and 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 through the skills and knowledge of technique 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 ☒ No

**Do you want more information about or need assistance integrating work-based learning into your program?**

☐ Yes ☒ No

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

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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. The Sale has been on hiatus due to the pandemic and, more recently, with faculty sabbaticals. But we expect to restart the Art Sale soon, with the added feature of online sales of student work, which will increase accessibility. 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). This was also put on pause during the pandemic, but we are planning on restarting the event this Spring '23. At the Open House, 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 our 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.

In the past, 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 thousands of dollars to deserving and talented Art Department students. Our newly formed Boehm Gallery Advisory Board provides student scholarships from our Baldessarri Endowment.

Prof. Jonestein, who heads our Ceramics program, has initiated a Ceramics Club for our students. And Prof. Elaine Wilson, in our Art History discipline, has begun an Art History Club on campus. Again, both clubs were put on hold during the pandemic, but we expect to start them up again.

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, as well as met with the Fallbrook School of the Arts to discuss bringing Palomar art classes there. We are offering a F2F Intro to Art class at our South Education Center in Summer '23.

Our Sculpture professor, Ingram Ober, along with his wife Marisol Rendon, has been very involved in public art commissions that engage the community, including pieces at the San Diego International Airport, the Underwater Museum of Art off the coast of Florida, the Bayside Fire Station No. 2 in San Diego, and most recently the Park Social environmental pieces in various locations in San Diego county.

Our Drawing & Painting discipline lead, Prof. Bo Kim, has engaged with the community since 2018 through 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.

All of our full time studio faculty actively show their work in exhibitions ranging from California to the East

# PROGRAM GOALS

## Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

## Prior PRP Goals

### Goal 1

#### Brief Description

Repair and update Art Department facilities and equipment.

#### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

The Art Department missed out on Prop. M funds for facilities upgrades. A suggested "retrofit" never happened. Although these items, including equipment, are discussed in more detail below under Resource Requests, we work and teach in some of the oldest buildings on campus. Issues such as drainage, HVAC, outdoor studio covering for protection from rain, equipment in need of replacement or repair...these are a few of the areas that need addressing in our area. Facilities is an issue related to District funding, but we feel it's necessary to incorporate it as a Department goal for our programs. Having spaces and equipment that are safe and conducive to learning for our students, faculty, and staff should be the top priority for the college. Although we have put some of these items in the PRP as Resource Requests, we also feel that items such as proper furniture for our studio classrooms (stools and tables in C-15), updated projectors for our drawing and painting rooms (C-1, C-2, C-3), updated electrical capabilities for our 3D area, and replacement faculty laptops for those out of warranty should be items funded by the District as basic tools for the instruction of our students.

### Goal 2

#### Brief Description

Evaluate and update SLOs.

#### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

We intend to have our discipline experts continue to 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. Our Ceramics professor and discipline lead is on sabbatical this year, so we may be a little delayed in this area. However, by reflecting on the data from our SLOs, we will be better positioned to create more effective instructional objectives for our courses. We hope to improve our instructional methods and curriculum wherever deficiencies may be detected, and to increase enrollment, efficiency and retention within our Department.

### Goal 3

#### Brief Description

Update Course Outlines of Record.

#### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

This goal will be completed through the evaluation of our Course Outlines of Record by discipline experts from within our department. 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. 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.

### Goal 4

#### Brief Description

Review degree programs for unit reduction.

#### Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

Discipline leads will review degrees in their areas to determine if course requirements can be streamlined or trimmed. 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. In accomplishing this, care must be taken to not diminish the rigor and depth of each degree. 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. But not all of our students desire 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.

Prof. Mandel has already made a preliminary review of our Jewelry & Metalsmithing degree, but she would like to consult with other 3D faculty to be sure their programs (Ceramics, Sculpture, and Glass) are in alignment. Ideally, the 3D programs will have similar structures in terms of units and some correlation in terms of sequencing and course rotations. However, Prof. Jonestein is on sabbatical for this year, so that will cause a bit of a delay.

## Goal 5

### Brief Description

Replace two deteriorating gas kilns for ceramics.

### Goal Status

☒ Completed ☐ Ongoing ☐ No longer a goal

### Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We are thankful that our request for two replacement kilns for ceramics was approved. We are looking forward to tearing down and removing our old kilns and installing the new ones during a time that won't negatively impact students.

### The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

For VfS Goal 1: Completion, we would like to increase the number of completions in our department of associate degrees and associate degrees for transfer. The strategy we will implement will be to trim our unit-heavy degrees, thus making their completion more attainable by students.

[Click here to access the Strategic Plan 2022.](#)

### Describe any changes to your goals or three-year plan as a result of this annual update.

We didn't make any major changes to our goals as a result of this update, but this does clarify and reinforce our need to address areas such as program unit compositions.

In the previous sections of this PRP, 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.

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

## Establishing New Goals and Strategies for the Next Three Years

### Goal 1

#### Brief Description

Replace two gas furnaces for Glass.

#### How will you complete this goal? Include Strategies and Timeline for Implementation.

Our goal is to receive funding to purchase furnaces needed to replace our existing, outdated equipment. (There was some last minute funds made available this week for last year's '21-'22 PRP and this Goal may have been funded. We are leaving this item as a Goal until we're sure the funds are coming.)

#### 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 2022, 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**

6/30/2023

## **Goal 2**

**Brief Description**

Replace three Glass glory holes (reheating furnaces).

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

Our goal is to have Division or District funds to purchase furnaces needed to replace our existing, outdated and dilapidated equipment. (There was some last minute funds made available this week for last year's '21-'22 PRP and this Goal may have been funded. We are leaving this item as a Goal until we're sure the funds are coming.)

**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 2022, 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**

6/30/2023

**Goal 3**

**Brief Description**

Replace smaller, older electric Ceramic kilns with a larger Skutt Oval Kiln.

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

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 2022, 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**

6/30/2023

**Goal 4****Brief Description**

Install air conditioning in C-15.

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

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). This has been on Facilities' radar, 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 obviously doesn't work well.

**How does this goal align with your department mission statement, the college Strategic Plan 2022, 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**

6/30/2023

## Goal 5

**Brief Description**

Update and repair of current dust collection system in C-11.

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

This goal will be completed through funding to repair and replace components of our dust collection system. The timeline for implementation would be as soon as funding is secured and during a break between semesters. (There was some last minute funds made available this week for last year's '21-'22 PRP and this Goal may have been funded. We are leaving this item as a Goal until we're sure the funds are coming.)

**Outcome(s) expected (qualitative/quantitative)**

Better air quality for our students, staff, and faculty to breathe while working in the woodshop area. This is an area of the Art Department used by all 3D classes. Another outcome is that repair of the ductwork and the replacement of filters will prolong the life of the dust collector unit.

**How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?**

Part of our department mission is to give students the means to accomplish the goals and objectives of our programs. Because the dust collection system in C-11 serves all of our 3D classes that use the woodshop, it's necessary to have safe and functioning equipment, and air without particulates floating around for students and staff to inhale. All of this, which serves our students, aligns with the college's Strategic Plan, as well as our Guided Pathways.

**Expected Goal Completion Date**

6/30/2023

## Goal 6

**Brief Description**

Develop Glass Flameworking program.

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

This goal will be completed by field/market research, developing curriculum, purchasing equipment, and developing facilities to provide instruction. Over the next year, the goal is to secure funding and develop classroom and facilities to facilitate course activity and instruction. Ultimately, this goal will be achieved by offering courses in Fall 2024.

**Outcome(s) expected (qualitative/quantitative)**

Engaging a new, broader community of students, providing both vocational and artistic opportunities for students to develop in the glass flameworking medium. This program will be unique to the region, offering creative and technical education and development in scientific glass and the glass art market.

**How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?**

This goal engages in artistic and technical education, provides opportunities for students to develop skills for entry into the job market, and gives skills for students to develop artistically and/or develop small businesses in the glass art field.

**Expected Goal Completion Date**

12/1/2024

## **Goal 7**

**Brief Description**

Replace outdated TV in C-5 with a new screen.

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

As students return to face-to-face instruction after COVID, we would like to modernize and update our TV screen in C-5 as soon as possible.

**Outcome(s) expected (qualitative/quantitative)**

Expected outcomes include a much better viewing experience of works of art for students. C-5 is our only lecture space for art history in the Art Department. It holds 42 students and is NOT theater seating, so it's difficult for students in the back of the room to see images projected at the front of the room, especially when we're trying to point out important details in works of art or architectural plans. Our current TV is old (7-10 years?), rather small (80" diagonal), and doesn't have the resolution of TVs produced today. Newer TVs have much easier interfaces for smart TV capabilities, such as annotation and swiping gestures on the screen. Qualitatively, a new, bigger TV (86" minimum) would make for a much better experience for both instructors and students. Quantitatively, easier viewing for all students in the classroom would make for better clarity of visual points given in lecture and, therefore, better comprehension of the material for students and higher test scores.

**How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?**

Part of our Department's mission statement is to "create a challenging and inspiring learning environment that educates our diverse student body in art history, [and] aesthetic awareness...." It's hard create an inspiring learning environment for art history students when those in the back of the room can't see details of the images being displayed. "Critical interpretation and history" of art are also parts of our mission statement that are more effectively accomplished when art works under discussion can be seen clearly by the entire class.

One of the college's strategic plans (SP Goal 2: Teaching and Learning), encourages the implementation of "instructional strategies that strengthen teaching and learning...." Our instructional strategies for art history are lost on students if they can't clearly see the images we are discussing. Students are used to consuming their visual media on high quality devices with great resolution. An improved TV screen in C-5 would go a long toward meeting student expectations.

**Expected Goal Completion Date**

6/30/2023

**Goal 8****Brief Description**

To replace the failing instructional studio furniture in C-15 (work stations, and chairs/stools).

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

New furniture needs to be purchased to replace the old. All furniture should be removed from the classroom. While this takes place the opportunity should be used to acid etch and refinish the floor before the new furniture is to be assembled and moved in. This should take place over Summer Term while C-15 is not being used. (Ideally over Summer of 2023.)

**Outcome(s) expected (qualitative/quantitative)**

This should allow better access to students with physical limitations providing for better ergonomics while working on projects. It should increase retention of students within the class. (Students have been noted expressing concerns over the condition of the seating in the room and have in fact been known to bring their own items.) Projects have received damage, students have suffered minor cuts and slivers, and students have expressed frustration with other classes' inability to clean up after themselves effectively. New furniture should create an environment more conducive to learning and provide an elevated baseline for staff and faculty to maintain the cleanliness of the space with their students.

**How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?**

Part of our department mission is to give students the means to accomplish the goals and objectives of our programs. It is crucial that students feel safe, clean, valued, and proud of their learning environment and this starts with the physical condition of their primary space and surfaces of interaction.

Our program goals refer to: Having spaces and equipment that are safe and conducive to learning for our students, faculty, and staff and should be the top priority for the college.

**Expected Goal Completion Date**

8/5/2023

**Goal 9****Brief Description**

Replace outdated projectors in C-1, C-2, & C-3

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

The old projectors need to be replaced with brighter, high power projectors for an adequate level of visibility that is needed in the large classrooms. This upgrading should be done as soon as possible.

**Outcome(s) expected (qualitative/quantitative)**

Updated projectors would provide clarity of shapes and colors to increase students' understanding of assignments. Being able to see the intricate details of surface quality and colors in advanced artwork will offer students a better understanding on the intended outcome of the artists, their dexterities and sensitivity in handling the medium. These observations will have a direct impact on the students' engagement of their work.

**How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?**

This goal is closely aligned with our department mission which includes our commitment to "developing aesthetic awareness" and to designing studio classes that promote "technical development, process comprehension, material sensitivity..."

This goal is also in alignment with SP Goal 2 (Teaching and Learning), which supports implementing "instructional strategies that strengthen teaching and learning."

**Expected Goal Completion Date**

6/30/2023

## 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

## PART 4: Facilities Needs

## PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

## PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requesting additional full-time faculty?**

☐ Yes ☐ No

**Are you requesting AA, CAST for Classified Staff?**

☒ Yes ☐ No

## REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

### Staff, CAST, AA request 1

**This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.**

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

**Title of new position**

Instructional Support Assistant - Arts Media Lab

**Is the position request for AA, CAST, or Classified staff?**

Classified

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

☒ Full Time ☐ 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.)**

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. We currently have a part-time classified staff member who's able to open the AML at 4:00, but students and faculty wanting to use the space before that time are unable to do so. 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, printer, and study tables, 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?**

☐ Yes ☐ 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. The AML is an integral tool as we emerge from the pandemic and return to the sense of community we had in our department before the COVID lockdown.

**Strategic Plan 2022 Objective**

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<input type="checkbox"/> 1:5	<input type="checkbox"/> 2:1	<input type="checkbox"/> 2:2	<input type="checkbox"/> 2:3
<input type="checkbox"/> 2:4	<input checked="" type="checkbox"/> 3:1	<input type="checkbox"/> 3:2	<input type="checkbox"/> 3:3
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Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL->



[Strategic-Plan-2022.pdf](#)

**If the position is not moved forward for prioritization, how will you address this need?**

We currently have a part-time staff member for the AML (who is doing a fantastic job), who works in the late afternoons and early evenings. Without a full-time replacement ISA, the AML is currently closed for the mornings and afternoons, which are the peak usage times by students and faculty.

## **Staff, CAST, AA request 2**

**This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.**

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

**Title of new position**

Instructional Support Assistant - Glass

**Is the position request for AA, CAST, or Classified staff?** **Is this request for a full-time or part-time position?**

Classified

☐ Full Time ☒ 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?**

☐ Yes ☒ 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**

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Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

**If the position is not moved forward for prioritization, how will you address this need?**

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 ☐ No

**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 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 7.8 hours per week (Fall, Spring, and Summer). For Fall we need 26 model sessions x 3 hours each for a total of 78 hours/\$2,184. For Spring we need 52 model sessions x 3 hours each for a total of 156 hours/\$4,368. For Summer we need 26 model sessions x 3 hours each for a total of 78 hours/\$2,184. The total academic year (Fall, Spring, Summer) would be \$8,736.

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, 10 hours per week, for a total of \$150 per week. \$150 per week x 16 weeks = \$2,400 per semester. \$2,400 (Fall) + \$2,400 (Spring) + \$1200 (Summer) = \$6,000 per academic year.

In reviewing our three-year Budget/Expenditure Reports, we were budgeted \$34,517 in 2020, spent \$27,776, and therefore were left with \$6,741. In 2021, the "Three Year Budget Report" indicated that we were budgeted \$339 and spent nothing. (I ran this budget report twice and came up with the same number both times. Although this seems to be our "COVID year" of being online, the budget still seems low.) For 2022, we were budgeted \$40,092 and spent all of it. (I think our ending balance of \$1 is for accounting purposes. I believe this is the year when our Dean had to find outside funding to pay our hourlies.) As we ramp up and continue our return to on-campus instruction, the need to keep our equipment up to date, materials supplied, and hire enough short-term/hourly workers and models are all very important.

## **PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS](#)

[AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

## PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☐ No

### Technology Request

#### Technology Request 1

**What are you requesting?**

New laptops for contract faculty. (Note: if the District is funding replacement laptops as a normal expenditure from non-departmental sources, please see our #2 ranked Technology Request: "Technology Request 3.")

**Is this a request to replace technology or is it a request for new technology?**

Replacement of Technology

**Who is the current user of the requested replacement technology?**

Ingram Ober, Mike Hernandez, Hwang "Bo" Kim, Elaine Wilson, and Mark Hudelson.

**Provide a detailed description of the the request. Include in your response:**

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

With the exception of Prof. Jonestein's 2021 laptop and Prof. Stanley's new computer (she was just hired), 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 7 full-time faculty. Subtracting Prof. Jonestein's and Prof. Stanley's computers, that's 5 contract faculty with computer needs. The price of Prof. Jonestein's laptop was \$3,368 (3/11/21 quote, includes warranty and tax).  $5 \times \$3,368 = \$16,840$ .

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

Those impacted by this expenditure will be the faculty receiving updated computers (five of them), their students (instruction, grading, and communication), and our programs and their assessment. All of this is done via computer.

**c. What are the expected outcomes or impacts of implementation?**

The expected outcomes and impacts in receiving updated computers will be more the ability of faculty to more effectively and efficiently do their jobs. This includes instruction, grading, student communication, institutional service, and all facets of our duties that involve computers, which is just about everything.

**d. Timeline of implementation**

We would like to see these purchases implemented this fiscal year (FY '22-'23) or next FY at the latest.

**What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).**

Once the warranties for the computers are purchased, which I believe is standard, then all ongoing costs should be minimal. The District already has software licenses for the requested computers.

**Do you already have a budget for this request?**

No

**What PRP plan goal/objective does this request align with?**

This aligns with Goal 1 (prior goals).

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

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Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

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

None.

**Will you accept partial funding?**

☒ Yes ☐ No

## Technology Request 2

**What are you requesting?**

New TV screen for C-5.

**Is this a request to replace technology or is it a request for new technology?**

Replacement of Technology

**Who is the current user of the requested replacement technology?**

The current users are students and faculty in C-5, which is the only art history lecture classroom in the Art Department.

**Provide a detailed description of the the request. Include in your response:**

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

An updated TV screen is needed in C-5, which is our primary piece of equipment in that room and necessary for teaching art history. Our current TV is nearly a decade old. Its "smart" features have not worked. Its resolution is poor and its size is small for the room, which typically holds 42 students. The classroom is flat and not theater-style seating, so students in the back have trouble seeing the artwork being shown, let alone make out details in the images that are important. Therefore, our need is for a larger TV (86" minimum) with higher resolution (4K), preferably with true smart capabilities that would allow the instructor to write on the TV, annotate images, and swipe elements on the screen. This is what the "Dell 86 4K Ultra High Definition (UHD) Interactive Touch Monitor - C8621 QT" is able to do. If Information Services has an equal or better model that is standard for the college, we would be happy with that. We were quoted \$15,000 - \$17,000 by IS for a smart TV replacement in C-5, which would include mounting and installation.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

Although our faculty who use C-5 will benefit from up to date equipment, the people who will be most positively impacted by this purchase will be our students, specifically our art history students. Our art history lecture classes, including Introduction to Art, make up a large part of our department's enrollment. This semester (Fall '22), we have 13 sections of Intro to Art and four sections of other art history classes. Most of these classes are online right now, but as we transition back to pre-COVID scheduling, we will be using C-5 all day, every day, for face-to-face meetings. It's important that as students return to campus that they see our facilities and equipment are up to date.

**c. What are the expected outcomes or impacts of implementation?**

The expected outcome of a new TV screen in C-5 is higher quality presentation of art historical images for our students and better visibility of details in works of art, which are often very important aspects in understanding a work's importance. A more complete comprehension of the material through clear, large images will result from this purchase.

**d. Timeline of implementation**

We would like to have the new smart TV installed during Summer '23 to be ready for Fall '23.

**What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).**

According to Jose Vargas in Information Services, new smart TVs cost between \$15,000 and \$17,000, which includes installation. Ongoing costs are not anticipated.

**Do you already have a budget for this request?**

No

**What PRP plan goal/objective does this request align with?**

PRP Goal 7.

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

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Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

3

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

There is already an old TV in C-5, so this replacement screen should be able to use existing electrical wiring.

**Will you accept partial funding?**

☐ Yes ☒ No

## Technology Request 3

**What are you requesting?**

New projectors for C-1, C-2, & C-3.

**Is this a request to replace technology or is it a request for new technology?**

Replacement of Technology

**Who is the current user of the requested replacement technology?**

Faculty and students in 2D studio art classes including Drawing, Painting, Color Theory, Design and Composition, Concept Sketching, Illustration.

**Provide a detailed description of the the request. Include in your response:**

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

Drawing and Painting is requesting new projectors for C-1, C-2, and C-3. The current projectors are more than seven years old and fail to provide high quality images that are needed for lecture slides and samples of artwork. The inaccurate color, brilliance, and detail shown by the current projectors creates unnecessary hurdles for students in courses such as color theory, design & composition, drawing, and painting courses where a reliance on clear visuals is vital for student success.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

Faculty and students in 2D studio art classes including Drawing, Painting, Color Theory, Design and Composition, Concept Sketching, Illustration.

**c. What are the expected outcomes or impacts of implementation?**

Updated projectors would provide clarity of shapes and colors to increase students' understanding of assignments. Being able to see the intricate details of surface quality and colors in advanced artwork will offer students a better understanding on the intended outcome of the artists, their dexterities and sensitivity in handling the medium. These observations will have a direct impact on the students' engagement of their work.

**d. Timeline of implementation**

As soon as possible.

**What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).**

We've consulted with the IS Department, and they recommend the NEC NP-P605UL projector. The quote for an update of the full AV system is \$17,000 per classroom. The full AV update includes the control system (controller, switcher, touch panel), the projector, speakers as well as the hyflex equipment (microphone array and camera), and additional cabling and network port installations. The total estimated cost of installation for C-1, C-2, and C-3 is 51,000.

**Do you already have a budget for this request?**

No

**What PRP plan goal/objective does this request align with?**

PRP Goal 9

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

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| <input type="checkbox"/> 1:1            | <input type="checkbox"/> 1:2            | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4            |
| <input checked="" type="checkbox"/> 1:5 | <input checked="" type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
| <input checked="" type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1            | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3            |
| <input type="checkbox"/> 3:4            | <input type="checkbox"/> 3:5            | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2            |
| <input type="checkbox"/> 4:3            | <input type="checkbox"/> 5:1            | <input type="checkbox"/> 5:2 |   |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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



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

No new wiring or facility change will be needed. The new projectors will replace the old ones, using the existing wiring.

**Will you accept partial funding?**

☒ Yes ☐ No

## PART 4: FACILITIES REQUESTS

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

☒ Yes ☐ No

*Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.*

### Facilities Requests

#### Facility Request 1

**What are you requesting?**

Air Conditioning in C-15. (Note: if the District is funding air conditioning as a normal expenditure from non-departmental sources, please see our #2 ranked Facilities Request: "Facility Request 3.")

**Provide a detailed description of the the request. Include in your response:**

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

The need for this request 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.

Regarding SLOs, learning objectives can't be met if students are working in hot and uncomfortable conditions. And PRP data will be skewed negatively if basic working and learning conditions aren't maintained.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

Student, faculty, and staff will all be impacted (positively) with the addition of air conditioning.

**c. What are the expected outcomes or impacts of implementation?**

The expected outcome of having air conditioning is the knowledge that our students, faculty, and staff are working in a safe environment that is conducive to learning. Another expected outcome is not having students' wax projects melt in the classroom.

#### **d. Timeline of implementation**

The timeline for this implementation is "as soon as possible." Facilities apparently did some preliminary inquiries and measurements, but nothing has happened beyond that.

#### **What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).**

Facilities would know best what's involved in maintaining an air conditioning unit.

#### **Do you already have a budget for this request?**

No

#### **What PRP plan goal/objective does this request align with?**

This request aligns with PRP Goal 1 (previous goals) and Goal 5 (new goal).

#### **What Strategic Plan 2022 Goal/Objective does this request align with?**

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| <input checked="" type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input checked="" type="checkbox"/> 5:2 |   |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

1

#### **What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?**

Improvement of facilities for faculty, staff and students. Electrical may need to be addressed.

#### **Will you accept partial funding?**

☐ Yes ☒ No

## **Facility Request 2**

#### **What are you requesting?**

Update and repair of the dust collection system in C-11. (There was some last minute funds made available this week for last year's '21-'22 PRP and this Facility Request may have been funded. We are leaving this item as a Request until we're sure the funds are coming.)

#### **Provide a detailed description of the the request. Include in your**

**response:**

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

The dust collection system 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. This includes: removing dead end ducts, re-sealing seams, removing old rivets and replacing with new rivets, 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.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

Students, staff, and faculty will be impacted (positively) by this needed repair.

**c. What are the expected outcomes or impacts of implementation?**

The expected outcome is to provide better air quality for our students, faculty, and staff. Implementation would also prolong the life of the expensive dust collector.

**d. Timeline of implementation**

The timeline for this implementation is "as soon as possible." One of our ISAs has spoken with our Dean about this issue.

**What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).**

Estimated cost for the above is \$18,000.

**Do you already have a budget for this request?**

No

**What PRP plan goal/objective does this request align with?**

This request aligns with PRP Goal 1 (previous goals) and Goal 6 (new goal).

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

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| <input checked="" type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input checked="" type="checkbox"/> 5:2 |   |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

**If you have multiple requests for facilities and had to prioritize, what number would you give this?**

(1 = Highest)

3

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

Because this is a repair and replace of existing equipment, there should not be any need for utilities changes.

**Will you accept partial funding?**

☐ Yes ☒ No

### Facility Request 3

**What are you requesting?**

Upgrade power to C building - 3D area

**Provide a detailed description of the the request. Include in your response:**

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

Addition of a 500 amp panel to the building to provide adequate power for new equipment.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

All 3D area students, staff, and faculty.

**c. What are the expected outcomes or impacts of implementation?**

Planned, owned, and requested equipment exceeds the power supply in the C building - 3D area.

**d. Timeline of implementation**

Fall 2023.

**What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).**

\$30,000

**Do you already have a budget for this request?**

No

**What PRP plan goal/objective does this request align with?**

Goal 1.

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

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|---|------------------------------|---|------------------------------|
| <input type="checkbox"/> 1:1            | <input type="checkbox"/> 1:2 | <input checked="" type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
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☐ 3:4                      ☐ 3:5                      ☐ 4:1                      ☐ 4:2  
☐ 4:3                      ☐ 5:1                      ☐ 5:2

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

2

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

Electrical compliance, anticipated/requested equipment,

**Will you accept partial funding?**

☐ Yes ☒ No

## 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 ☐ No

## Requests

### Item 1

**What are you requesting?**

Two Wet Dog Glass Furnaces - RDT560. (There was some last minute funds made available this week for last year's '21-'22 PRP and this Other One-Time Need Request may have been funded. We are leaving this item as a Request, but lowering its priority ranking, until we're sure the funds are coming.)

**Provide a detailed description of the the request. Include in your response:**

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

These furnaces are essential equipment used for melting glass that would replace one furnace that is fully out of commission and another that is has significant damage due to repeated loss of power. The requested furnaces' construction, insulation, control and monitoring system, heat recuperation, and safety systems provide for high energy efficiency, ease and safety of user interface, and essential safety equipment 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 units are also designed for ease of maintenance, to reduce the impact on staff/faculty schedules.

Commercially-designed furnaces are equipped with 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.

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

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

mhudelson@palomar.edu