Entry #: 16 - Arts, Media and Business Administration   **Status:** Submitted   **Submitted:** 3/29/2024 3:03 PM

DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Arts, Media and Business Administration

Department Name

Art

Microsoft_List_ID

Discipline Name

Art (ART)

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.

Prof. Ingram Ober, Prof. Sasha Jonestein, Prof. Michael Hernandez, Prof. Hwang "Bo" Kim, Prof. Elaine Wilson, Prof. Briana Stanley, Paul Helling, and Tim Murdoch.

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.

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

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

Yes

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

No

List all degrees and certificates offered within this discipline.

Art History, AA-T
Studio Arts, AA-T
Pictorial Arts - Painting, AA
Three Dimensional Arts - Ceramics, AA
Three Dimensional Arts - Crafts, AA
Three Dimensional Arts - Glass, AA
Three Dimensional Arts - Jewelry and Metalsmithing, AA
Three Dimensional Arts - Sculpture, AA

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

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

To help you answer questions in this section, you will need the links shown in red.

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

7

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

6.4

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

4.55

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%

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

Randall Reese - 8 hrs.
Ashley Cowling - 16 hrs.
Ben Snow - 8 hrs.
Robert Diplock - 18 hrs.
Sachi Takashima - 12 hrs.
Jerrie Fabrigas - 18 hrs.
Moran Nehl - 10 hrs.

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Increased

Was this expected? Please explain.

Our success rates have fluctuated a bit over the past five years, but we've seen steadily higher success rates for the past two years. Our success rate was at its lowest in the beginning of the pandemic (71.8% in Fall '20), then it rose to 74.4% in '21, and the past two years it's been in the 77% range. We are always expecting to increase our success rates as we evaluate and improve our course offerings and programs.

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

Increased

Was this expected? Please explain.

Our pre-pandemic retention rate was 92-93% (Fall '18 and '19). It dipped to 88.2% in Fall '20, which was expected. Since then, our retention rate has risen to its highest level of the past five years: 93.8% in Fall '23. With our Studio Arts transfer degree and our recent addition of more classes that count toward that program, we may be retaining more students who want to finish out that AA-T, as well as our other degrees.

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

Gender   Ethnicity

Age

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

Non-Binary students had the highest success rate (88%). Then came Unknown/Unassigned (84%), and then females (80%) and males (72%). Why? I don't know, other than there may be a smaller sample size for non-binary and unknown gender students. And I don't know how to "close the gap" and make men more successful. I think our campus and department is welcoming to all students, and provides help for all students, regardless of gender identity. Our department is composed of four female and five male full-time faculty.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

"50 and over" students had much better success rates (89%) than other ages (73-79%). Why? Older students may be able to devote more time to their studies than younger students if they are taking courses for enrichment or in retirement. Or they may have developed better personal formulas for success over time. There is nothing I can think of that we as a department would need to "close the gap."

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

Asian students had the highest success rates (90%), while Black or African-American students had the lowest success rates (56%). Why? I don't think that ethnicity alone accounts for differences in success. I think other factors, such as economic issues, work commitments, and family support are more relevant. We have resources on campus that will help students with food insecurities and financial necessities, so there is help for students facing issues in those areas. If a student's issues are related to study habits, reading comprehension issues, or disabilities, then we have resources on campus to address those issues that are open to all ethnicities. We also have organizations for, and run by, different ethnicities on campus to give students a sense of belonging.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We have recently expanded our Studio Art transfer degree to be more inclusive of the many disciplines of art that we offer. With a wider variety of media included in the degree, we should have more student success in terms of degree completions. And with students able to pursue a more specialized degree, like Painting, Ceramics, Sculpture, Glass, or Art History, or the more general Studio Arts degree, we are in a good position to retain students by meeting them where they are in terms of their interests and goals. I think that our many events that engage with the student body and community also help with retention. Our biannual Art Sales, our annual Open House and scholarship competition, our faculty and student exhibitions in the Boehm Gallery, guest artists and lecturers...all of these help to make the Art Department a destination for those interested in the arts, as well as a place for connecting with faculty and staff who will help students further their academic goals.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

The majority of our courses have been assessed within the last three years. Some of our courses are on annual rotations (every other semester) and some on longer rotations (such as Jewelry), so there are some exceptions. But our SLO facilitator, Prof. Hernandez, has been good about reminding the department about SLO reviews and offering help to those who need it. We need to do better as a department in staying up to date with the assessments, and we will.

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

📊 [0. Course SLO Report_ Last Result Date and Action Date for All Course Outcomes.xls](#)
24.5 KB ⭳

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [*Program Completions*](#)

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

Academic Year AT APD Student Count Column Labels
Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22
AA/AS
Associate in Arts Degree
Pictorial Arts: Painting AA 1 1 1 3 1 2
Pictorial Arts: Printmaking 1
Three-D Arts: Crafts AA 1
Three-D Arts: Glass AA 1
Three-D Arts:Jwlry/Mtlsmth AA 1
Associate in Arts Degree for Transfer
Art History AA-T 2 1 2 1
Studio Arts AA-T 1 4 3 11 2 5
AA/AS Total 3 6 7 15 6 8
Grand Total 3 6 7 15 6 8

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

No

If you answered no, please explain.

Our Art History and Glass programs are up-to-date with assessments, but other programs are due for review.

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

📄 [2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#)
18 KB   ⬇

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

We've recently expanded the courses that students can take for our Studio Arts AA-T and this appears to have paid off with increased completions for that degree. That transfer degree represented the bulk of our completions for the '21-'22 academic year. It's unclear why there was an outsize number of completions (11) during the pandemic year ('19-'20). The Art History transfer degree has had steady completions since its inception ('18-'19). Painting has also had annual completions. Our other degrees have had sporadic completions. As for factors that have contributed to successes in our programs, the main contributing factor is our faculty and staff. These colleagues instruct, assist, and counsel our students. They are the main reason why students stay in our programs and complete them. We're also grateful for some recent equipment replacements in Glass and Ceramics, which has had a positive impact on those programs. Some new stools in C-15 and C-7 have also improved comfort and safety for our students in Sculpture, Jewelry, and Ceramics.

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

The impacts of the pandemic were especially hard on our studio art classes, which depend on face-to-face meetings for optimal instruction. Just this Spring '24 we were able to bring back Glass Casting, which was placed on a temporary hold due to the pandemic. Its enrollment has been great, showing the pent up demand for this class, which is an important part of the Glass program. Decreased enrollment has also placed a drag on our completions overall. Internally, we need to tighten up some of our programs and make their completions more reasonable for our students wanting to graduate within a 2-3 year timeframe. Part of the issue we face here is some of our students aren't taking our classes to transfer. Some are taking classes for enrichment or for an AA not within a specific timeframe. In terms of facilities, there are still some areas that need addressing to present a safe, comfortable, and inviting environment for our students. An example of this would be new worktables in C-7, as well as work stations in C-15.

CAREER AND LABOR MARKET DATA

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

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

The following websites are for CTE related data:

- •Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI
- •LaunchBoard
- •LaunchBoard Resource Library
- •Chancellor's Office Data Mart
- •Career Coach-San Diego Workforce Partnership
- •EDD Labor Market Info
- •Career One Stop

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?

The types of careers available to students who complete our programs include art teachers, art directors, art therapists, graphic designers, illustrators, curators, digital artists, game designers (characters and backgrounds), set designers, production designers, museum or gallery managers, creative directors, art consultants, art directors, and commercial or industrial designers. Emerging careers would include those with art backgrounds who are proficient in working with AI (as well as Virtual Reality environments). AI is only efficient with proper input. Students with art backgrounds are able to analyze and describe their environment in terms of composition, line, color, texture, and other visual elements. All of these factors are important in developing, fine-tuning, and critiquing AI. Other newer and emerging careers that are aligned with skills our art students acquire include those in film production, game design, and web design.

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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

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

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

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

Repair and update Art Department facilities and equipment.

Goal Status

Ongoing

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 (tables in C-7 and work stations in C-15), updated projectors for our drawing and painting rooms (C-1, C-2, C-3), an updated TV (screen) for C-5, and updated electrical capabilities for our 3D area should be items funded by the District as basic tools for the instruction of our students.

Prior Year PRP Goal 2

Brief Description

Evaluate and update SLOs.

Goal Status

Ongoing

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

Our SLO Facilitator, Prof. Hernandez, has been very good about reminding us of SLO deadlines and making himself available for help filling out SLO data. Our discipline experts will 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. 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.

Prior Year PRP Goal 3

Brief Description

Update Course Outlines of Record.

Goal Status

Ongoing

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

Our discipline leads will continue to evaluate our Course Outlines of Record. 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.

Prior Year PRP Goal 4

Brief Description

Review degree programs for unit reduction.

Goal Status

Ongoing

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 where program 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 them 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 provide more funding.

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.

Prior Year PRP Goal 5

Brief Description

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

Goal Status

Ongoing

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

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.

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.

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. One of the Vision Plan 2035 goals (1.4) is to "ensure classrooms and learning spaces support active, inclusive, and engaging teaching and learning environments." Updated equipment helps us meet this goal.

Prior Year PRP Goal 6

Brief Description

To replace the failing instructional studio furniture in C-15 (work stations).

Goal Status

Ongoing

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

New furniture needs to be purchased to replace the old. The current work stations are falling apart. While this takes place the opportunity should be used to acid etch and refinish the floors before the new furniture is assembled and moved in. This should take place over the FT1 Summer term while the rooms are not being used.

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 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.

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 work surfaces. 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.

Prior Year PRP Goal 7

Brief Description

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

Goal Status

Ongoing

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

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.

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.

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 also aligns with the Vision Plan 2035 goal (1.4) to "ensure classrooms and learning spaces support active, inclusive, and engaging teaching and learning environments." Updated equipment helps us meet this goal.

Prior Year PRP Goal 8

Brief Description

Replace outdated TV in C-5 with a newer, bigger TV.

Goal Status

Ongoing

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

With students now having more of a choice between taking art history classes online or in-person, we would like to modernize and update our TV screen in C-5 as soon as possible in order to incentivize students taking our face-to-face offerings.

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.

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.

The college's Vision Plan 2035 goal 1.4 emphasizes the importance of ensuring "classrooms and learning spaces support active, inclusive, and engaging teaching and learning environments." Our learning environment for art history is ineffective if students 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.

Prior Year PRP Goal 9

Brief Description

Develop Glass Flameworking program.

Goal Status

Ongoing

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 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 2025.

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.

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.

Prior Year PRP Goal 10

Brief Description

Install air conditioning in C-15.

Goal Status

Ongoing

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

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.

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.

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 creating 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.

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

We've recently received some replacement equipment through previous years' PRP requests in our glass and ceramics areas, so that's been a positive development for our department. Laptop requests from an earlier PRP request has also been funded and the laptops ordered, so that's also good news for our faculty getting replacement laptops. Other tasks, like updating our SLO data and streamlining our degree programs, are ongoing goals that we need to address as soon as possible.

Do you have any new goals you would like to add?

Yes

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Replace the failing work tables in C-7.

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

New tables need to be purchased to replace the old tables. The current tables are falling apart and have been temporarily fixed by staff. During the switch between old and new furniture, we should acid etch and refinish the floors. This should take place over the FT1 Summer term while the rooms are not being used.

Outcome(s) expected (qualitative/quantitative)

The current tables are unsafe, rusted, and are in danger of collapsing while students are working on them. This is really a safety issue. New furniture should create an environment that is safer and more conducive to learning.

How does this goal align with your department mission statement, the college Vision Plan 2035, 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 work surfaces. 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

12/31/2024

Goal 2

Brief Description

Replacing old tables with mobile workbenches for still life set-ups.

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

New tables on wheels and support for the backdrop need to be purchased. Specific items that fit our needs have been identified through a trusted vendor with whom our department has a working relationship.

The old tables used for still lifes are very cumbersome, time-consuming, and ineffective. This is because three instructors use the same room. Currently, before and after class, the instructor and volunteer students are required to move the still life from the classroom to the closet. This causes still-life objects to move and sometimes break. Students struggle significantly with a constantly changing still life. Another issue this creates is that the removal and repinning of the still-life drapery often creates many different folds.

Purchasing four mobile workbenches will allow each instructor to set up and move a still life anytime, which will accommodate another instructor's need for more space or a different setup. Additionally, these workbenches will allow the safe movement of still-life setups without creating huge alterations. Lastly, it will avoid the distraction and necessity for students volunteering to move and readjust the setup, which wastes students' valuable classroom time.

Ideally, this goal will be achieved by the Fall of 2025.

Outcome(s) expected (qualitative/quantitative)

With these new tables, instructors will be able to seamlessly change the still-life set-up from one class to the next, avoiding classroom distractions and significant still-life alterations. This will create a more focused classroom environment and provide students with a safe and productive learning environment.

How does this goal align with your department mission statement, the college Vision Plan 2035, and /or Guided Pathways?

These mobile tables address the college's vision plan, especially the need to "Ensure student service spaces are warm, welcoming, and organized to facilitate student ease of access and use" (Goal 1, item 3).

Expected Goal Completion Date

12/31/2024

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 Vision Plan 2035.

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?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Are you requesting AA, CAST for Classified Staff?

Yes

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

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?

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.

Educational Vision Plan 2035 Objective

1:1	1:4	2:6
1:2	1:5	3:1
1:3	2:3	5:2

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?**
	Part-Time
Classified	

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 7 years, the glass faculty has been required to assume many of these responsibilities that require numerous weekly hours (with regular work required during off-contract time) of equipment building and maintenance, part-time staff oversight, sourcing/ordering materials, open lab monitoring, cleaning, etc. This position has not been rehired since the last ISA-Glass retired which has led to considerable strain on the department budget, faculty workload, and dilapidating equipment. We are also looking to the future of the program, where we can expand into other areas of art glass education, especially through flameworking. It is critical that we have process-knowledgeable staff to support our current operation and future growth.

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

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

Is there funding that can help support the position outside of general funds?
No

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

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

Educational Vision Plan 2035 Objective

1:1	1:3	2:1	2:6
1:2	1:4	2:5	3:5

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

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

A recurring budget need that we have is for our Short-Term/Student Hourly account. As of February 2024, that account is at 10%. And we still have four months to go in this Fiscal Year. 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.

Additionally, our Supplies/Lottery account is very low at only 7%. This is where the bulk of our classroom supplies are paid from and it's dangerously low (as of February 2024). Another $5,000 would provide us with a safer amount to last through the year. Our Supplies/Unrestricted account is in better shape at 77%, but it is where we go when our Lottery account is depleted, so we expect that account to drain fairly soon.

We had an issue this year with some of the student materials fees being allocated to a single account (Ceramics), instead of three accounts (Ceramics, Sculpture, and Glass). We are working to correct this, as well as update our materials fees for next year given how much inflation has affected the cost of supplies.

We are also hopeful that our Art Sale, which we've recently brought back since the pandemic, will have a positive impact on our department finances and provide us with an additional revenue stream.

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 ad 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.

1. 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

Technology Request

Technology Request 1

What are you requesting?

Replacement 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), OLED (for better contrast with darker blacks), 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 a few years old, 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 (Spring '24), we have eight sections of Intro to Art and five sections of other art history classes. Some of these classes are online, but as we increase our F2F offerings, we will be using C-5 all day, every day, for face-to-face meetings. It's important that we provide our F2F students with facilities and equipment that 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 Winter Break of '24-'25 and ready for Spring '25.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licenses, 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?

Prior Year PRP Goal 8

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:3	2:6	3:7
1:4	3:1	

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)?

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?

No

Technology Request 2

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 (licenses, 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?

Prior Year PRP Goal 7

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:3	2:6	3:7
1:4	3:1	

If you have multiple requests for technology 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)?

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?

No

PART 4: FACILITIES REQUESTS

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

Yes

Facilities Requests

Facility Request 1

What are you requesting?

Air Conditioning in C-15. (Note: if the District is funding air conditioning as a normal expenditure from non-departmental sources, then this request can be ignored.)

Provide a detailed description of the the request. Inlude 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?

Prior Year PRP Goal 10

What Educational Vision Plan 2035 Goal:Objective does this request align with?

| 1:3 | 1:4 | 2:6 | 3:7 |

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?

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

Requests

Item 1

What are you requesting?

1 Skutt KMT1627 208 volt 1 phase

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

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

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.

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.

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.

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

Students from all ceramics classes will be impacted (positively) by implementation of this goal, as will faculty and staff in the area. And because our students don't usually take classes in just one discipline for their Art degrees, this goal would benefit the department as a whole.

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

The expected outcomes for implementation of this goal include greater success for students in their ability to make better quality and larger ceramic projects, as well as more efficient use of staff and faculty time due to computer programming and easier repair and upkeep.

d. Timeline of implementation

The timeline for this implementation is "as soon as possible."

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

The cost for the kiln with all needed accessories is $10,06.73 shipped. Maintenance cost will vary over time.

Do you already have a budget for this request?

No

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

Prior Year PRP Goal 5

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:3	2:6	3:7
1:4	3:1	

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)?

This may require some electrical line adjustments.

Will you accept partial funding?

Yes

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

📄 ClaykingSkuttOvalquote.pdf
94.2 KB
⬇

Item 2

What are you requesting?

14 art work stations w/ Tote Caddy Base and Maple Top (School Outfitters, Item #HAN-AWS-2D2T) and resurfacing the floor in C-15 prior to installing work stations. (If there is only funding for work stations, we would accept that.)

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

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

The current furniture in C-15 is well over twenty years old. The tables and workstations have been resurfaced and repaired multiple times and are at the end of their useful service. The tabletops are separating and are impossible to clean. Because this area serves Mixed Media Sculpture, Glass, Jewelry, and design classes there is regularly sharp and dangerous shards of material trapped within the surfaces of these work stations. They also no longer serve the needs of students who need temporary storage for personal items, devices, tools and technology while attending class.

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

There are currently at least 12-15 course sections from 4 different disciplines that occupy C-15 in a given semester. They would all benefit from this instructional equipment.

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

A safer, more accessible, more comfortable, and cleaner studio environment that fosters a sense of pride, respect, and value in the programs in which the students are enrolled.

d. Timeline of implementation

Summer or Winter break of 2024.

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

NEED QUOTE FOR JUST WORK STATIONS
Additional cost could come from prepping and painting the floor of C-15 before installation.

Do you already have a budget for this request?

No

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

Prior Year PRP Goal 6

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:3	2:6	3:7
1:4	3:1	

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)?

Resurfacing the floor will make the room more ADA complaint and present less of a hazard for students.

Will you accept partial funding?

Yes

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

[PDF] QUO11460132.pdf
0.1 MB   ↓

Item 3

What are you requesting?

24 Carlisle CC torches.

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

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

These kilns are essential equipment for the proposed flameworking courses used to heat glass objects for manipulating and shaping.

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

Students and faculty of flameworking courses.

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

Successful demonstration, educational development, and production of glass objects.

d. Timeline of implementation

Fall 2025.

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

$50,000. The anticipated cost of gas plumbing installation is included, but may require some additional cost for installation.

Do you already have a budget for this request?

No

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

Prior Year PRP Goal 9

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:3	2:6	3:7
1:4	3:1	

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

4

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

These will provide essential equipment for the flameworking classes to function.

Will you accept partial funding?

Yes

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

Item 4

What are you requesting?

6 - PARAGON F420 flameworking kilns.

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

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

These kilns are essential equipment for the proposed flameworking courses used to anneal glass objects.

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

Students and faculty of flameworking courses.

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

Successful demonstration, educational development, and production of glass objects.

d. Timeline of implementation

Fall 2025.

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

$26,000. The anticipated cost of electrical installation is included, but may require some additional cost for installation.

Do you already have a budget for this request?

No

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

Prior Year PRP Goal 9

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:3	2:6	3:7
1:4	3:1	

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

5

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

These will provide essential equipment for the flameworking classes to function.

Will you accept partial funding?

Yes

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

Item 5

What are you requesting?

15 replacement work tables for C-7. (Home Depot - Husky, 6 FT. Adjustable height solid wood top workbench)

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

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

The current furniture in C-7 is well over 25 years old. The tables tops are warped and flex, creating an unstable work surface. The frames are starting to come apart and one of the tables was collapsing before being re-inforced for a temporary fix. Some of the corners have become sharp and we have had to grind them down so they aren't a safety hazard. The tables have well outlived their lifespan and all of the materials are in significant deteriorating.

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

There are currently 5 classes and 7 different sections that utilize C7 in a given semester. These tables would be used by all students in these classes.

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

A safer, more accessible, more comfortable, and cleaner studio environment that fosters a sense of pride, respect, and value in the programs in which the students are enrolled.

d. Timeline of implementation

Summer or Winter 2024

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

$7,311.96

Do you already have a budget for this request?

No

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

Prior Year PRP Goal 6

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:3	2:6	3:7
1:4	3:1	

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)?

None

Will you accept partial funding?

No

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

Item 6

What are you requesting?

Four "Little Giant Mobile Workbench w/ Maple Square Edge Top & Pegboard Panel, 48"W x 24"D, Gray" for C-1.

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

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

This item is essential to meeting the college Vision Plan objective to "Ensure student service spaces are warm, welcoming, and organized to facilitate student ease of access and use" (Goal 1, item 3). The mobile workbenches with pegboard panels will be used for still-life setups in C-1. Currently, instructors share old mismatched tables without wheels or uprights for backdrops. As a result, still-life setups take up the limited wall space needed for class critiques. The requested mobile workbenches with pegboard panels will allow still-life setups to be positioned anywhere in C-1 to help meet SLOs that require students to create artwork from direct observation. Without this item, it is not possible to achieve this goal.

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

Instructors as well as students indirectly will benefit from increased schedule flexibility in setting up their still lifes and more time to adequately prepare for classes.

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

The students will benefit from this implementation because it will provide an organized and welcoming work environment, featuring a consistent, uninterrupted still-life set-up and a seamless transition between classes.

d. Timeline of implementation

By the begining or end of the Fall semester 2024.

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

The total cost quoted is $8,443.20.

Here's the breakdown of the total: The unit cost for the Workbench is $1,599.00, and since we need four mobile workbenches, the subtotal for 4 is $6,396.00. Including shipping ($1,599.80) and tax ($607.40), the grand total is $8,443.20.

Do you already have a budget for this request?

No

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

What Educational Vision Plan 2035 Goal:Objective does this request align with?

1:3	2:5	3:1
1:4	2:6	3:7

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

6

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?

No

Budget Category

Operating Expenses

Please upload a copy of the quote, if available.

[2505 MILL CENTER PARKWAY SUITE 100.pdf](#)
42.1 KB

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

Yes

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

mhudelson@palomar.edu

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Mark Hudelson

Date

4/2/2024