|  |  |
| --- | --- |
| **Discipline: Theatre Arts** | **Date:** **11/30/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** |  |

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

|  |
| --- |
| **List everyone who participated in completing this Program Review and Planning Document.**  **Michael Mufson, Christopher Sinnott** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

|  |
| --- |
| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + [Enrollment, Enrollment Load, WSCH, and FTEF](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx)   + [Course Success and Retention Rates](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx)   + [Degrees and Certifications](https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx)   The data shows a mostly positive direction in enrollment load percentage in the mid 60%’s for the past several years, a 10% improvement over our lowest year 2012-13, which coincided with the final year of our transition for facilities remodel and construction. Our recovery continues to be slowed down by the recent changes to title V that reject repeatability for skills based classes and by changes to financial aid and counciling that discourage students from pursing a comprehensive education that includes the arts.  Our retention and success rates hover around 80% which indicates that the student who engage in our program are motivated, inspired and thrive in our learning environment.  Frankly, over the years, we have not emphasized degree completion as much as self-discovery and transfer preparation. We plan to place more effort on identifying and supporting TA majors. However, producing degree completion is only one small aspect of our sucessful contributions to our students’ education and the learning environment of the college. |

|  |
| --- |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   We have a 3 year planning cycle in place to ensure that an SLO in each class is assessed within the the 3 year cycle. We are not 100% compliant with our own cycle, bu we prepared an extensive and detailed SLO facilitator that identifies all our needed SLO activties to get back on track. We are currently exploring an ongoing qulaitative SLO and Class effectiveness reflection to be used for each class section each semester. Here is the description of the task, which will be assigned for each class section via tracdat:  Please take some time to record your reflections on the Student Learning Outcomes and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement.  In addition, please identify your plans to address the needed improvements and any other changes you plan to make to in response to your reflection.  The goal is to make this an ongoing reflection process for each class. While this is a reflection process that we all have always done informally, the documentation of our thoughts will facilitate a more deliberate process through which we can share our reflections with our colleagues grow our programs together. |

|  |
| --- |
| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   According our informal tracking of previous students from the past two years, all of our technical theatre students who graduated or completed our certificate have acquired employment the industry.   1. **Given this updated information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   We are developing more comprhensive materials to guide our students towards declaring and completing a TA major. |

|  |
| --- |
| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is be found on the CA Employment Development website at http://www.labormarketinfo.eLabor dd.ca.gov/. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   Labor market data indcates long term stability in the numbers of people employed in the arts and performing arts. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2014-15 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

|  |
| --- |
| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   We continue to make adjustments to our class schedule in order to achieve greater efficiency. Our plan to try more sections of our highest enrolled classes during prime time was vetoed by the previous administration. However, we expect to see a leap in enrollment load percentages for the current semester, although the data is not yet available. Ultimately we would really benefit from resources allocated towards recruiting efforts which does not seem to be supported by the current governance system. With the addition of our new facilities and less staff available we have put many resources into mobilizing our supplies equipment so they can be used in the appropriate venue and then restored to the production facility. One new goal is to review and revise our articulations with neighboring programs. |

**STEP III. Resources Requested for FY 2015-16:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. First, identify all resource needs in each budget category. You may have up to five (5) requests per budget category. Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. Click here for examples of [*Budget Category*](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)*.*

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and per unit cost is >$500). Enter requests on lines below. Click here for examples of equipment:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1. 3** | **Wide Angel Lens for performance data projector in the Studio Theatre** | **600010** | Goal #1 – to provide excellent instruction that is current, particularly within the technical theatre fields. | **Nothing in the strategic plan addresses the daily need of classroom instruction. This request does support the stated mission and values: We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.**  **-- Excellence in teaching, learning, and service --- • Creativity and innovation in engaging students, faculty, staff, and administrators** | **Our studio theatre came equipped with a powerful, high quality data projector for creating with the design element of projected imagery. However, the throw distance and angle of the lens do not provide the appropriate image size to create the visual impact desired with the use of projected still and motion imagery. The demand of theatre arts is reflect the society on stage. As our society becomes increasingly technological and visual, we require the means to reflect that aspect of our society and culture in the theatre-works we create. The addition of this lens would transform an expensive and dysfunctional pieces of equipment into a tool for the highest level of artistic communication.** | **$3,000** |
| **a2.** | **Low-profile Cable Protector** | **600010** |  |  | **To protect cables and cords from onstage traffic and our scissor lift without creating a trip hazard.** | **$3000** |
| **a3.** | **Free-Standing Oil Filter/Paint Can Crusher** | **600010** |  |  | **In combination with the waste fluid collection system, into which the dregs remaining in a paint bucket would first be poured, this equipment would greatly improve our waste management, allowing us to crush our used paint cans and turn them into sellable scrap steel.** | **$8300** |
| **a4.** | **Waste Fluid Collection System** | **600010** |  |  | **In combination with the free-standing oil filter/paint can crusher, which would subsequently turn our used paint cans into recyclable steel materials, this equipment would allow for the safe storage and disposal of our non-hazardous waste liquids.** | **$700** |
| **a5.** |  | **600010** |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). Enter requests on lines below. Click here for examples of technology:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1. 4** | **Cordless drills** | **600010** |  |  | **The most used and necessary technology for our Technical Theatre Area, and one that, due to use, our current stock have become worn down and need to be replaced.** | **$5000** |
| **b2.** |  | **600010** |  |  |  |  |
| **b3.** |  | **600010** |  |  |  |  |
| **b4.** |  | **600010** |  |  |  |  |
| **b5.** |  | **600010** |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). Enter requests on lines below. Click here for examples of supplies:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1. 2** | **Platform Trucks** | **400010** |  |  | **To better enable safe transport of scenic supplies, lumber, soft goods, and props from the production area to performance venues.** | **$4000** |
| **c2.** | **Adjustable Spring Safety Gates** | **400010** |  |  | **To prevent accidental falls from any of our ladder access points.** | **$2100** |
| **c3.** | **Expandable Barricade** | **400010** |  |  | **For a safer working environment, these barricades will allow us to quickly block access to construction work sites. Additionally, they would allow us to provide a highly visible barrier across the front edge of the stage when the pit is open.** | **$2100** |
| **c4.** | **Bump Caps** | **400010** |  |  | **To enable safer instruction and production in our lighting and elevated production areas.** | **$350** |
| **c5.** | **Buffalo Boots w/ Steel Toes** | **400010** |  |  | **Non-consumable safety supplies for the scene shop. Available for students to wear while painting, using heavy machinery and other tasks that require foot protection.** | **$400** |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**Budget Category**](http://www.palomar.edu/irp/Document%20Library/PRP%20Budget%20Category.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **Vectorworks Software Lab License (20 seats + 4 individual seats)** | **500010** |  |  | **This** | **$10000** |
| **d2.** | **SketchUp Pro Lab License (20 Seats + 4 individual seats)** | **500010** |  |  |  | **$8000** |
| **d3.** | **OSHA Wall-Mount Compliance Center** | **500010** |  |  | **To provide student/staff access to SDS sheets and OSHA-required safety materials.** | **$150** |
| **d4.** |  | **500010** |  |  |  |  |
| **d5.** |  | **500010** |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Travel monies for USITT (United States Institute for Theatre Technology)** | **500010** |  |  |  | **$5,000** |
| **e2.** |  | **500010** |  |  |  |  |
| **e3.** |  | **500010** |  |  |  |  |
| **e4.** |  | **500010** |  |  |  |  |
| **e5.** |  | **500010** |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1. 1** | **Short-Term Hourly Employees** | **230010** | **1** | **3** | **Our technical theatre courses all have required lab components, during which, in most cases, our students are taught and then are required to operate power tools. Due to our, now increasingly limited, technical staff, our ability to provide an appropriate, safe, level of support and observation during these labs has become unsustainable. We are asking** | **$10,000** |
| **f2.** |  | **230010** |  |  |  |  |
| **f3.** |  | **230010** |  |  |  |  |
| **f4.** |  | **230010** |  |  |  |  |
| **f5.** |  | **230010** |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests as one group; not prioritized within each budget category. This means you could have your #1 priority in technology, your #2 priority in short-term hourly, and your #3 priority in equipment, etc. If you actually have five (5) requests in each of the six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Short-Term Hourly Employees** | **230010** | **1** | **1** | **Our technical theatre courses all have required lab components, during which, in most cases, our students are taught and then are required to operate power tools. Due to our, now increasingly limited, technical staff, our ability to provide an appropriate, safe, level of support and observation during these labs has become unsustainable.** | **$10,000** |
| **2.** | **Platform Trucks** | **400010** | **1** | **1** | **To better enable safe transport of scenic supplies, lumber, soft goods, and props from the production area to venues.** | **$4000** |
| **3.** | **Wide Angel Lens for performance data projector in the Studio Theatre** |  | **1** | 1 | **Our studio theatre came equipped with a powerful, high quality data projector for creating with the design element of projected imagery. However, the throw distance and angle of the lens do not provide the appropriate image size to create the visual impact desired with the use of projected still and motion imagery. The demand of theatre arts is reflect the society on stage. As our society becomes increasingly technological and visual, we require the means to reflect that aspect of our society and culture in the theatre-works we create. The addition of this lens would transform an expensive and dysfunctional pieces of equipment into a tool for the highest level of artistic communication.** | **$3000** |
| **4.** | **Cordless Drills** | **600010** |  |  | **The most used and necessary technology for our Technical Theatre Area, and one that, due to use, our current stock have become worn down and need to be replaced.** | **$5000** |
| **5.** | **Low-profile Cable Protector** | **600010** |  |  | **To protect cables and cords from onstage traffic and our scissor lift without creating a trip hazard.** | **$3000** |
| **6.** | **Adjustable Spring Safety Gates** | **400010** |  |  | **To prevent accidental falls from any of our ladder access points.** | **$2100** |
| **7.** | **Vectorworks Software Lab License (20 seats + 4 individual seats)** | **500010** |  |  | **This** | **$10000** |
| **8.** | **SketchUp Pro Lab License (20 Seats + 4 individual seats)** | **500010** |  |  |  | **$8000** |
| **9.** | **Free-Standing Oil Filter/Paint Can Crusher** | **600010** |  |  | **In combination with the waste fluid collection system, into which the dregs remaining in a paint bucket would first be poured, this equipment would greatly improve our waste management, allowing us to crush our used paint cans and turn them into sellable scrap steel.** | **$8300** |
| **10.** | **Waste Fluid Collection System** | **600010** |  |  | **In combination with the free-standing oil filter/paint can crusher, which would subsequently turn our used paint cans into recyclable steel materials, this equipment would allow for the safe storage and disposal of our non-hazardous waste liquids.** | **$700** |
| **11.** | **Expandable Barricade** | **400010** |  |  | **For a safer working environment, these barricades will allow us to quickly block access to construction work sites. Additionally, they would allow us to provide a highly visible barrier across the front edge of the stage when the pit is open.** | **$2100** |
| **12.** | **Bump Caps** | **400010** |  |  | **To enable safer instruction and production in our lighting and elevated production areas.** | **$350** |
| **13.** | **Travel monies for USITT (United States Institute for Theatre Technology)** | **500010** |  |  |  | **$5,000** |
| **14.** | **Buffalo Boots w/ Steel Toes** | **400010** |  |  | **Non-consumable safety supplies for the scene shop. Available for students to wear while painting, using heavy machinery and other tasks that require foot protection.** | **$400** |
| **15.** | **OSHA Wall-Mount Compliance Center** | **500010** |  |  | **To provide student/staff access to SDS sheets and OSHA-required safety materials.** | **$150** |
| **16.** |  |  |  |  |  |  |
| **17.** |  |  |  |  |  |  |
| **18.** |  |  |  |  |  |  |
| **19.** |  |  |  |  |  |  |
| **20.** |  |  |  |  |  |  |
| **21.** |  |  |  |  |  |  |
| **22.** |  |  |  |  |  |  |
| **23.** |  |  |  |  |  |  |
| **24.** |  |  |  |  |  |  |
| **25.** |  |  |  |  |  |  |
| **26.** |  |  |  |  |  |  |
| **27.** |  |  |  |  |  |  |
| **28.** |  |  |  |  |  |  |
| **29.** |  |  |  |  |  |  |
| **30.** |  |  |  |  |  |  |

**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |
| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**