**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Dance** | **Date 1/30/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**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.

[**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.

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| **Department and Program Mission** | |
| **List everyone who participated in completing this Year 2 Program Planning and Review Document.** | **Molly Faulkner, Patriceann Mead, Kimberly Loya, Justin Smiley, Chad Oldheiser** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.** | **In keeping with the Palomar College mission statement, the dance program is committed to providing an engaging and supportive learning environment for diverse learners. We support students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education. We celebrate cultural diversity and encourage creativity, collaboration, and dance technique through our three AA degrees and certificates of achievement in Euro Western Dance, World Dance, and General Dance. Students of the Palomar College dance program will be well rounded dancers who are experienced in a variety of dance genres, have a professional work-ethic, and can negotiate both professional and academic arenas.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.** | **The Palomar College dance program offers three AA degrees and three certificates of achievement. The AA in Euro Western Dance is a transfer degree, the AA in World Dance and the AA in General Dance are vocational (Career Technical) degrees, per the College mission statement supporting students for transfer-readiness, general education and CTE. We also have a large offering of diverse dance courses which upholds the College's mission of aesthetic and cultural enrichment and lifelong learning. The students in our dance classes are of diverse origins, experiences, needs, abilities, and goals. And our dance curriculum actively seeks to prepare students as creative and responsible global citizens.** |

**STEP I. Review and Evaluation of Year 1  
In this section evaluate the program plans you described in last year’s Program Review and Planning Document. Refer to STEP II: PLANNING in the 2012-13** [YEAR 1 PRP document http://www.palomar.edu/irp/PRPCollection.htm](http://www.palomar.edu/irp/PRPCollection.htm).

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **The major push last year (and this year) was/is to comply with Title V regulations regarding repeatability. Last year we worked with our Dean, VP of Instruction, Articulation Officer, and Chair of Curriculum Committee in devising a three year plan of curriculum changes, creating two and four semester series of courses for our production, ensemble, and technique courses. Year 1 (last year) targeted unit values and name changes of existing courses (i.e. Classical Ballet Production for 3 lecture units became Classical Ballet Production I for 1 lab unit). Year 2 (this year) we created and launched 11 courses in these series. And year 3 (next year) we will create and assess the SLO’s for all the new courses.**   1. **How did you implement and evaluate those curriculum changes?**   **Implementation was through weekly meetings with my dance colleague Patriceann Mead and frequent phone calls to Diane Veach, Gloria Kerkhoff, Cheryl Kearse, and Dean Miyamoto. Since we are in year two of a three-year plan, and we had just launched our three new AA’s and three new certificates right as all these changes needed to be made, the evaluation will be most meaningful next year, once the SLO’s are written and we have more consistent data on completion rates.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **The creation of two- and four-semester sequences of our technique, performance, and ensemble curriculum will affect the way we schedule classes. We know we will have to offer many more combined sections so our students can complete the AA degrees and certificates in two years. We are still trying to figure out the best and most efficient ways to offer these combined levels in rotation. We are hoping our outreach efforts will help with enrollment so we can break up the classes to offer only one or two levels concurrently.**   1. **How did you implement and evaluate those class scheduling changes?**   **Spring 14 we offered levels III and IV of our technique classes, Fall 14 and Spring 15 we will offer level II’s of our ensemble and production classes. We are waiting to see how this works. Since we are year two of a three year plan, evaluations of these changes will be most meaningful after they are complete and we can examine the data from Research and Planning.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **Because of the high percentage of FTEF taught by part-time faculty last year (66.48%) and (78%) this year, we articulated a need for a full-time (10 month) dance faculty member with experience in theory, World, and Euro-Western dance genres. Upon further consideration we realized we needed two full-time faculty positions, one with Modern, Jazz, Hip-Hop focus and one with a Modern, World dance focus. We filled out the two Rationale Forms for Faculty Positions.**   1. **What is the current status of the plan you articulated?**   **Neither position made the faculty hiring priority list. We will try again this year.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **$5000 for costume stock**  **$1500 for 15 tables for set dance productions**   1. **How were those funds spent?**   **The $5000 for costume stock is being spent this Feb/March. Part of it has already been spent on undergarments and headpieces for our Cuban and Brazilian dance repertoire.**  **Tables were bought in May, 2013**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **none**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Per last year’s PRP Section I.C. “. . .the key to a successful dance program is the live performance experience” . . . “There is an inherent culture in dance performance that our curriculum builds the students up to being able to negotiate successfully”. Performance is at the heart of our curriculum and our success rates. We had over 150 students perform in our Spring Dance Concert demonstrating, per our SLO, “the ability to perform/execute choreographed movement on stage with attention to group work, spacing, and musicality.” The tables are frequently used in our World Dance performances to create an intimate performance space. The ability to provide costumes for their performance experience will certainly enhance their experience.**   1. **Number of students affected**   **Over 1500 students**  **We have three/four performances each academic year averaging with a total participation of over 200 students. Additionally, over 600 students attend and write critiques of the performance as a requirement for various dance classes. This does not include the students who came to see the show without writing a critique. This year these numbers will increase because of the increased audience capacity in our new facilities. The tables are also being used in theatre and music productions which will affect over 700 students between performers, crew and audience.**   1. **Other**   **The tables have come in REALLY handy as ordering the furniture for the newly renovated Howard Brubeck Theatre has been put on hold pending budget issues. We have set them up in the theatre lobby and by the end of this academic year the number of patrons (including students) who have benefited from them will number in the thousands.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **The unmet needs are faculty members, this year, over 75% of our courses are taught by part-time faculty. While they are an amazing group of educators, they can't really help in the administration and paperwork generated by our vibrant program. All of our Euro-Western techniques except ballet, all of our World techniques except Afro-Cuban/Brazilian, and Latin Social, and quite a few of our core classes including improvisation, and teaching methods are taught by part-timers. If either full-time faculty take on leadership roles in our division or campus wide, the percentage becomes even more pronounced. In 2011 we requested smart technology for 02. This was moved to general pad requests and still has not happened. This has a profound affect on the quality of teaching that can happen in the space.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * [Enrollment, Enrollment Load, WSCH, and FTEF](http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx) (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) (Use Fall term data only)**.**    * [Course Success and Retention rates](http://www.palomar.edu/irp/PRP_Success_Retention.xlsx) (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay in loading and after you initiate the first search.**    * [Degrees and Certificates](http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx) **(http://www.palomar.edu/irp/PRP\_Degrees\_Certs.xlsx)**   **Describe your analysis and observations**  **Our enrollment and all enrollment-related data is down, but census load, overload FTEF, and percentage of classes taught by part-time faculty are up.**  **Our pass rates are consistent at over 80% and consistent between our day and evening courses, and our retention rates are over 90% and also consistent between day and evening courses.**  **It is pretty much as we expected. Interim sessions were cancelled several years ago, this effectively stopped our outreach program to the H.S.'s. Last Spring we lowered our course unit values to align better for articulation, and this year the no-repeatability ruling took affect. This has been the perfect storm to profoundly affect our enrollment and our FTES.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **This data reflects our planning, goals and activities. Our activities last year were centered around curriculum and repeatability, and our goals this year will address outreach, identifying majors once they are on campus and working with other community college dance faculty/administrators to share ideas and strategies about repeatability, community development, and TMC's.** |
| 1. **SLOACs. Using the Comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview.html> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **None, we are between cycles. We are also in the second of a three year curriculum plan. Next year we will write SLO's for new courses created, and assess the three new programs that became active last year.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **n/a**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **n/a** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (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).**   **• Title V repeatability, curriculum and articulation**  **• The lack of a tranfer model curriculum in dance**  **• Being Chair of the department -- the time demands take away from dance program planning, outreach and involvement**  **• The new PAC -- Information Services DOES NOT SUPPORT OUR TECHNOLOGY IN THIS BUILDING. We have beautiful spaces with state of the art technology that no one can use because the minute there is a problem -- NO ONE CAN HELP US FIX IT. I spend a great deal of time as chair chasing down ANYONE who can help us.**  **• The lack of a working technology master plan at Palomar -- see above**  **• Our Dance Advisory Group**  **• Budget constraints**  **• The lack of a community development program at Palomar**   1. **Given this 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.**   **Current and future students are impacted in the following ways:**  **• In redesigning our programs because of repeatability rulings we were able to clarify an idealogical difference between our ensemble courses and production courses.**  **• Being homeless for two years during the construction of the new PAC reinforced the importance of performances in our curriculum and the need to train dancers who can negotiate and be flexible in less than ideal performance spaces and situations.**  **• Repeatability, articulation, and the lack of TMC has resulted in more communication and collaboration with community college dance educators and administrators through out the state.**  **• Our Piano, drums and other percussion instruments for dance are in awful shape, and our student hourly and short term hourly budgets don't adequately support our curriculum.**  **• The new PAC made me very aware of how little IS and Facilities actually talk to eachother which VERY negatively affects the students and faculty, and makes mainintaing current technology AND planning for new technology needlessly difficult. I spend a great deal of time in meetings with IS and Facilities just to make sure our building had what it needed, which come to find out IS won't support. Faculty waste valuable class time fighting with the technology.**  **• Our Dance Advisory group confirmed that our dancers were being trained well, that we should offer Teaching Methods and Improvisation once a year instead of every other. They also confirmed that our dancers were being hired in a variety of capacities: teacher, choreographer, performer both in North County, San Diego County, Orange County and Nationally/Internationally.**  **• And back to repeatability and accessability, Palomar College fails to support its own Mission Statement. It clearly states a commitment to enrichment and life-long learning and yet the lack of a community development program where credit/non-credit students can be in the same class (as approved by the State) belies that commitment.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development Department, Labor Market Information for Educators/Trainers at:** <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.)**   **Palomar dance CTE students are trained for a variety of occupations. They are categorized by the labor market data as Dancer, Choreographer, Entertainer, Self-Enrichment Teacher, and Artist/Performer. All areas are projected to experience above average growth between 2010-2020. Choreographer, Self-Enrichment Teacher, Entertainer are projected above 15% growth, Dancer is expected to grow by 4.6% and Choreographer is expected to grow 20%. It was reassuring to note that our AA’s and certificates follow the work values outlined on the government website. We are educating our students to be very successful as choreographers, performers, and teachers. We’ve known that all along. It’s nice the government confirmed it.**  **Occupations Wages (hourly mean) Projected Jobs in California**  **Dancers $14.82 2,200**  **Choreographers $26.57 4,200**  **Entertainers $24.05 10,500**  **Self-Enrichment**  **Teachers $19.50 23,000**  **Artists, Performers, Athletes Agents/Manager $57.88 8,400** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our strengths are that we educate our students to be successful in the multi-faceted field of dance both academically and vocationally. We work hard and are adaptable to the needs of a changing industry.**   1. **Weaknesses**   **Outreach and enrollment**   1. **Opportunities**   **Outreach - we are looking forward to getting back to the H.S.'s and working with Trio**  **Collaboration with other CC dance educators - Repeatability and the TMC has brought us together**  **The new PAC opens up performance opportunities**   1. **Challenges**   **Faculty: We need more full-time faculty. The most telling piece of data is that 78% of our courses are taught by part-timers. Small departments suffer badly at Palomar, as there is no mechanism in place to maintain, replace, or augment faculty without going up against HUGE departments with monster enrollment. Any leadership or service work (beyond the 2 points required) takes us out of the classroom or takes away from the overhelming administrative duties.**  **Budget: Our short-term hourly, and student hourly budgets do not allow us to fully support our curriculum. Our students need more practice hours in the studio which require student hourly employees to monitor the space, and our World Dance curriculum needs more musicians (short-term hourly).** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **Recruitment/outreach** |
| **Plans/Strategies for implementation** | **Plans/Strategies for implementation**  **Working with TRIO to piggyback with their infrastructure.**  **Contacting area high school dance teachers and guest teach at area high schools**  **Creating a High School Dance Day or a High School Performing Arts Day**  **Performing Arts BBQ for prospective majors**  **Working with Community Development committee to structure non-credit options for a Summer Intensive**  **Working with FYE and Summer Bridge programs already established to provide needed remediation and first-year engagement for our Performing Arts (Dance) students**  **Attend professional conferences** |
| **Outcome(s) expected (qualitative/quantitative)** | **Increased enrollment, increased visibility for Palomar Dance on campus and in the North County Community** |
| **GOAL #2** | |
| **Program or discipline goal** | **Tracking majors** |
| **Plans/Strategies for implementation** | **Working with counseling to identify students who declare dance major on their Ed-plan**  **Once identified, meeting with students to identify goals, determining which AA or certificate meets those needs**  **Work with Dean Sivert to see if dance can be part of the FYE**  **Plan dance major activities throughout the academic year to foster a greater sense of community**  **Attend professional conferences** |
| **Outcome(s) expected (qualitative/quantitative)** | **Greater success in identifying dance majors**  **Greater retention of dance majors** |
| **GOAL #3** | |
| **Program or discipline goal** | **Work with state-wide community college dance faculty in negotiating Title V changes and TMC’s** |
| **Plans/Strategies for implementation** | **Attend state-wide meetings**  **Attend professional conferences**  **Host state-wide meetings**  **Email exchanges with members** |
| **Outcome(s) expected (qualitative/quantitative)** | **More clarity in how Title V changes are affecting community college dance programs**  **Strategies on solutions**  **Information and leadership in making these changes** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Enhance the live music component of our technique courses and performances** |
| **Plans/Strategies for implementation** | **Update the piano in PAC 216**  **Feature more Brazilian repertoire in our Afro-Cuban/Brazilian classes**  **Provide a musician for Capoeira**  **Provide more live music for Hawaiian and Tahitian classes** |
| **Outcome(s) expected (qualitative/quantitative)** | **Create a broader range of opportunities for students in our classes to dance to live music**  **Increase the overall artistry in dance classes/performances that require live music**  **Enhance students’ musicality, performance flexibility, and critical thinking skills** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **The outreach/recruitment and tracking of dance majors is part of engaging and supporting diverse learners. Identifying the majors and working with them throughout their two years at Palomar allows us to help them fulfill their educational goals while promoting the learning outcomes necessary for their success. Attending professional conferences helps keep dance faculty current in these and many more areas.**  **Working with the state-wide community college dance faculty provides strategies, insight, and leadership for negotiating the Title V changes, regulations, and mandates while maintaining our commitment to the learning-centered environment inherent in both the dance program and Palomar mission statement.**  **Enhancing the live music component of our technique classes and performances will provide greater opportunities for our students to dance to live music. This is an integral part of training artistry and performance skills. This makes them more transfer-ready and speaks to aesthetic and cultural enrichment, as well as potentially creating a lifelong interest in music and dance.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **The dance program’s goal #1 of increasing our outreach and recruitment corresponds directly to Palomar’s Strategic Plan:**  **Goal 1: Student Connections, Pathways, Learning and Success**  **• Objective 1 Implement a coorrdinated outreach plan that employs internal and external outreach**  **• Objective 1.3: Increase student awareness and use of appropriate support services by expanding the First Year Experience**  **• Objective 2.1: Establish a faculty council(s) with a high school partner to improve alignment of curriculum and student transition**  **The dance program’s goal #2 of better tracking our majors supports Palomar’s Strategic Plan:**  **• Objective 1.3: Increase student awareness and use of appropriate support services by expanding the First Year Experience**  **• Objective 1.6: Define career pathways for all disciplines and programs.**  **The dance program’s goal #3 or working with state-wide community college dance faculty supports Palomar’s Strategic Plan:**  **• Goal #2 Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences**  **The dance program’s goal #4 of enhancing the live music component of our technique classes and performances align with the Strategic Plan Goal 1**  **• Goal 1: Student Connections, Pathways, Learning and Success**  **Live music is at the heart of what we do. In class we build a sensitivity to musicality and an awareness of being present in the movement, live music is instrumental in building that set of skills. Per last year’s PRP Section I.C. “. . .the key to a successful dance program is the live performance experience” . . . “There is an inherent culture in dance performance that our curriculum builds the students up to being able to negotiate successfully”.**  **And core values of**  **• Excellence in teaching and learning**  **• Integrity as the foundation for all we do**  **• Diversity in learning environments, philosophies**  **• Creativity and innovation**  **• Physical presence and participation**  **• Goal #1 Assessment, Analysis, and Planning Objective 1.8 Place SlOACS at the center of program review, strategic planning, and resource allocation – our program and course SLO’s are all focused on both the execution and analysis of live performance. Live music is an integral part of that experience.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **The faculty shortfall as well as the budgets for short-term and student hourly are not just a dance program problem. These shortfalls are felt throughout the Performing Arts Department. We will be addressing these issues individually as well as collectively.**  **More thought needs to be given campus wide how we can advocate for smaller programs. There is no potential to grow a program because the process for getting new faculty is weighted toward large departments, and the processes for increasing staff and operational budgets are inherently flawed.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed steps I – III, identify the resources needed to achieve the goals and plans identified in Step III. Categorize resource requests as noted below. Provide rationale for requests to get better information. Please note that all resources allocated are for one year only.  NOTE: DO NOT INCLUDE RESOURCE REQUESTS THAT DUPLICATE REQUESTS FROM OTHER DISCIPLINES IN YOUR DEPARTMENT. PLACE REQUESTS COMMON TO TWO OR MORE DISCIPLINES ON THE FORM “Academic Department Resource Requests”.** |

**a. Equipment (600010) (per unit cost is >$500) *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests**  **1,2,3, etc.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits, tax, shipping, etc.)** |
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| **a1.** | **Yamaha Hybrid Piano NU1 upright in polished ebony** | **Goal #4**  **enhancing the live music component of our technique classes and performances** | **Goal 1 and Values**  **Excellence in teaching and learning**  **Integrity as the foundation for all we d,**  **Diversity in learning environments amad philosophies,**  **Creativity and innovation,**  **Physical presence and participation** | **4 \*** | **\* This is our second priority not counting short-term/temp positions.**  **The current piano in PAC 216 is a 1965 Yamaha P2 that has been appropriated from one of the music practice rooms. It is in very poor condition and although it has recently been tuned, it can’t hold its tune. Live music is the foundation of a variety of dance forms and playing on an old, dirty, run-down, out-of-tune, instrument with broken pins and hammers does nothing to inspire the artistry and musical sensitivity we are trying to teach our students.**  **The dance program’s goal #4 of enhancing the live music component of our technique classes and performances align with the Palomar College values of:**  **• Excellence in teaching and learning**  **• Integrity as the foundation for all we do**  **• Diversity in learning environments, philosophies**  **• Creativity and innovation**  **• Physical presence and participation**  **• The Dance program goal #4 also aligns with Goal #1 Assessment, Analysis, and Planning Objective 1.8 Place SlOACS and SAOACS at the center of program review, strategic planning, and resource allocation – our program and course SLO’s are all focused on both the execution and analysis live performance. Live music is an integral part of that experience.** | **$4306.60 (includes delivery, tax and one time service call)** |
| **a2.** | **Drum Kits, Congas, claves, Brazillian percussion instruments/drums** | **Goal #4**  **enhancing the live music component of our technique classes and performances** | **Goal 1 and Values**  **Excellence in teaching and learning**  **Integrity as the foundation for all we d,**  **Diversity in learning environments amad philosophies,**  **Creativity and innovation,**  **Physical presence and participation** | **6 \*** | **\* This is our third priority for non short-term/temp positions.Because of the lack of short term/accompaniment hours we have been neglecting the Brazilian curriculum in our Afro-Cuban/Brazilian drum and dance courses. These instruments are necessary to make up for that deficit.**  **The dance program’s goal #4 of enhancing the live music component of our technique classes and performances align with the Palomar College values of:**  **• Excellence in teaching and learning**  **• Integrity as the foundation for all we do**  **• Diversity in learning environments, philosophies**  **• Creativity and innovation**  **• Physical presence and participation**  **• The Dance program goal #4 also aligns with Goal #1 Assessment, Analysis, and Planning Objective 1.8 Place SlOACS and SAOACS at the center of program review, strategic planning, and resource allocation – our program and course SLO’s are all focused on both the execution and analysis live performance. Live music is an integral part of that experience.** | **$5000** |
| **a3.** | **Harlequin sprung floor** | **Goal 1, and health and safety** | **Excellence in teaching and learning**  **Integrity as the foundation for all we do,**  **Diversity in learning environments amad philosophies,**  **Creativity and innovation,**  **Physical presence and participation** | **8 \*** | **This is our sixth prioity not counting short term/temp positions.**  **02 is a great 4600 square foot space. The floor is incredibly hard and dancers/faculty are more prone to injury in this room. We have 2400 square feet of sprung floor we are removing from D-6. We would like to add 2000 more square feet of this sprung floor and install it in 02.** | **$80,000 including installation** |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |
| **b. Technology (600010) (computers, data projectors, document readers, etc.) Enter requests on lines below. *Click here for examples of Technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests**  **1,2,3, etc.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits, tax, shipping, etc.)** |
| **b1.** | **Make O2 a Smart Classroom**  **Palomar standard "smart" package supported by IS.** | **The over-riding goal of student success as well as student retention, and quality education** | **Strategic Plan Goal 1 Student Connections, Pathways, Learning and Success** | **3 \*** | **\* This is our first priority not counting short-term/temp positions.**  **It ties in with Palomar’s vision Learning for Success, access to the bare minimum of technology is necessary for student success. There is no way to show the students examples of professional dance, no way to reinforce concepts through video, youtube, or film with only a white board and a stereo.** | **$20,000 for the cabling and the standard "smart" package supported by IS.** |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests**  **1,2,3, etc.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits, tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license etc.) *Enter requests on lines below.  Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests**  **1,2,3, etc.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits, tax, shipping, etc.)** |
| **d1.** | **Travel for conferences** | **Goal 1, 2, 3**  **Recruitment, outreach, tracking, and working with CC’s statewide** | **Goal 1, Objective 1, 1.3, 1.6, 2.1 and Goal 2** | **7 \*** | **\* This is our fifth priority for non short-term/temp positions.**  **In addition to the alignment of 3 of our 4 dance program goals, and their alignment to the Vision, Mission, Values, AND Strategic Plan 2016, as seen in section IIIB and restated below, conferences are the single most effective way to keep current in the field. Now more than ever in this climate of Title V changes, reduced class access for students and community members, and sweeping curricular changes, faculty need to share ideas and strategies to work within these ever restrictive guidelines, and in all honesty, maintain a love of teaching dance in what feels more and more like a hostile environment for the arts.**  **Goal 1: Student Connections, Pathways, Learning and Success**  **• Objective 1 Implement a coorrdinated outreach plan that employs internal and external outreach**  **• Objective 1.3: Increase student awareness and use of appropriate support services by expanding the First Year Experience**  **• Objective 2.1: Establish a faculty council(s) with a high school partner to improve alignment of curriculum and student transition**  **The dance program’s goal #2 of better tracking our majors supports Palomar’s Strategic Plan:**  **• Objective 1.3: Increase student awareness and use of appropriate support services by expanding the First Year Experience**  **• Objective 1.6: Define career pathways for all disciplines and programs.**  **The dance program’s goal #3 or working with state-wide community college dance faculty supports Palomar’s Strategic Plan:**  **• Goal #2 Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences** | **$5,000** |
| **d2.** | **Travel Monies for American College Dance Festival** | **1** | **The dance program’s goal #1 of increasing our outreach and recruitment corresponds directly to Palomar’s Strategic Plan:**  **Goal 1: Student Connections, Pathways, Learning and Success**  **• Objective 1 Implement a coorrdinated outreach plan that employs internal and external outreachObjective 1.6: Define career pathways for all disciplines and programs.**  **The dance program’s goal #3 or working with state-wide community college dance faculty supports Palomar’s Strategic Plan:**  **• Goal #2 Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences** | **5 \*** | **\* This is our third priority not counting short term/temp positions.**  **American College Dance Festival is an annual gathering of Community College and University Dance programs regionally and nationally. This is a weeklong dance conference with classes, 4-year recruitment placement classes, performances, and performance opportunities. Not only can Palomar students take class side-by-side with students from university programs, they get to meet the teachers and potentially audition or get recruited to those four year programs. It also gives them a real world experience as to what is expected of them as dancers to be successful at a university. This corresponds with**  **the dance program’s goal #1 of increasing our outreach and recruitment corresponds directly to Palomar’s Strategic Plan:**  **Goal 1: Student Connections, Pathways, Learning and Success**  **• Objective 1 Implement a coorrdinated outreach plan that employs internal and external outreach Objective 1.6: Define career pathways for all disciplines and programs.**  **The dance program’s goal #3 or working with state-wide community college dance faculty supports Palomar’s Strategic Plan:**  **• Goal #2 Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences** | **$5000** |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests**  **1,2,3, etc.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits, tax, shipping, etc.)** |
| **e1.** | **Short-term hourly employees** | **Goal #4**  **enhancing the live music component of our technique classes and performances** | **Goal 1 Student Connections, Pathways, Learning and Success and Objective 1.8** | **1** | **Live music is an integral part of our program and we have a vibrant Afro-Cuban/Brazilian curriculum. Cuban music requires 3 to 4 drummers while Brazilian music needs 7-10. Because of budget cuts we have not been able to focus as rigorously on Brazilian styles as we do on Afro-Cuban. This year we would like to be able really dive into Brazilian music, dance, and song. This will entail hiring 5 additional drummers to play for classes and performance. The addition of the drummers will allow us to fully explore our Brazilian curriculum and inspire the artistry and musical sensitivity we are trying to teach our students.**  **The dance program’s goal #4 of enhancing the live music component of our technique classes and performances align with the Palomar College values of:**  **• Excellence in teaching and learning**  **• Integrity as the foundation for all we do**  **• Diversity in learning environments, philosophies**  **• Creativity and innovation**  **• Physical presence and participation**  **The Dance program goal #4 also aligns with Goal #1 Assessment, Analysis, and Planning**  **• Objective 1.8 Place SlOACS and SAOACS at the center of program review, strategic planning, and resource allocation – our program and course SLO’s are all focused on both the execution and analysis live performance. Live music is an integral part of that experience.** | **Live music**  **$6,000** |
| **e2.** | **Student Hourly** | **Goal #4**  **enhancing the live music component of our technique classes and performances** | **Goal 1 Student Connections, Pathways, Learning and Success and Objective 1.8** | **2** | **Student lab workers, most of our courses require some sort of movement exam or creative choroegraphic final. Having lab hours for the students to practice follows goal #1 of recruitment and retention, and makes solid pedagogical sense.** | **Student Lab workers**  **$9600** |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**f. Enter requests on lines below. These requests will be used by IPC to develop its annual Staffing Plan priorities.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Prioritize these requests**  **1,2,3, etc.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits, tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**