**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: Theatre Arts** | **Date 02/10/2014** |
| **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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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Michael Mufson, Chris Sinnott** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The Palomar Theatre Arts Program cultivates the potential of theatre to make an impact on the lives of practitioners, audiences, and communities. Through our technique classes, academic offerings and season of productions the program emphasizes the power of theatre to transform individuals and society through imagination, empathy, analysis, and action. The program empowers students to follow the discipline of craft while taking risks and developing their own artistic sensibility. Critically-acclaimed productions range from the classical to the experimental, often serving as a focal point for campus-wide dialogue on social issues. The program also emphasizes collaboration with the other disciplines in the Performing Arts Department and colleagues in allied disciplines throughout the campus.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **Our mission centers around the engaging teaching and learning environment that makes an impact on the students' lives and extends that experience to engage the community as well. The development of discipline, craft and artistic sensibility prepares our students for transfer to four-year institutions, career and technical training, and serves as an artistic, aesthetic and cultural foundation for their entire lives. The emphasis on collaboration, analysis and action provides concrete tools for students to live responsibily, effectively and creatively in an interdependent and ever-changing world.** |

**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 your 2012-13 YEAR 1 PRP document at:** <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.)**   **After receiving SLO data which pointed towards a need to split several of our technical classes into two-part classes, so as to better disseminate the course information, we added two new technical courses, one in stage lighting and one in sound reinforcement. In addition, through SLO data collected in our Intro to Technical Theatre course, as well as our other Stagecraft courses, it became clear that our program was not covering a vital element of technical theatre: stage management. This subject, as large as it is, has also been included as its own new course.**   1. **How did you implement and evaluate those curriculum changes?**   **After analyzing the data and realizing that the courses were needed, research was done on how to best split the material for the existing courses, based upon similar courses in the CSU and USD systems. Likewise, research was done on several existing stage management courses in the California system, to evaluate and discover a suitable model for our program. Afterwords, the classes were designed, entered, and SLOs for each course were planned; then they were submitted via Curricunet for approval. Since then, each course has been approved and each course has been taught at least one time. These courses are currently in an SLO assessment cycle.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **As we moved into our new facilities we considered our schedule comprehensively for the impact of our new situation and the access of our students to the necessary equipment and facilities. In addition, we examined the roation of several technical theatre classes to accommodate the addition of intermediate-level courses.**   1. **How did you implement and evaluate those class scheduling changes?**   **We made mostly minor adjustments to the overall schedule template. We frequently meet to discuss the effectiveness of our schedule and opportunities for improvement.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **Our perspective last year focused on the great contributions of our part-time faculty who also maintain strong connections to the professional community.**   1. **What is the current status of the plan you articulated?**   **As our technical theatre program continues to grow and as we realize the optimal use of our expanded facilities, we now recognize the need for an additional faculty in Technical theatre with an emphasis in Lighting Design.** |
| 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>   **$350**   1. **How were those funds spent?**   **We have not yet been able to spend those funds, as the price for the software, for which the funds were allocated, dramatically increased prior to receiving the funds. We are currently looking into other funding sources to complete the purchase of this resource.**   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>   **n/a**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **n/a**   1. **Number of students affected**   **n/a**   1. **Other**   **n/a**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **$37,500 for 25 laptop computers to create a much needed computer lab** |

**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>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **Upon reviewing the data it is clear that the previous two years of transition during the remodel and construction of the Performing Arts Complex had a uniformily negative effect on all our numeric indicators.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Our current sense it that the trend is now reversing. We anticipate that this will be confirmed when the new data becomes available.** |
| 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/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **We are following our three-year assessment cycle; however, assessments have fallen behind in some classes due to the family crisis of one part-time faculty who was unable to complete assessments in several classes. That assessment was completed in Fall of 2013 and will soon be entered into the data base. In general we are finding that the most productive aspect of the SLOAC is the ongoing conversation among all faculty about goals and effectivenss of our teaching strategies.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **In the technical theatre courses, the assessments showed in all design areas, that fundamental skills need to be taught in a separate course prior to the teaching of the application of design concepts and aesthetics. In response, we implemented the addition of new, intermediatel-level courses, as specified above. And we changed the course materials for the introductory-level courses.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **We are still struggling to define a process to assess program level outcomes.** |
| 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).**   **With the size and complexity of the reconstruction of the theatre and the construction of the new Performing Arts Complex, many high priority pieces of theatre equipment and classroom technology were cut in the final months of the project as necessary building alterations dramatically altered the remaining budget.**   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.**   **n/a** |
| 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 website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.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.)**   **The Labor Market Data websites project a 10-16% increase in the next year, in the technical theatre fields (design [costume/set/lighting/sound] and audio engeneer/technician). This data is consistent with last year's findings. As an added note, every member of last year's technical theatre graduating class has since found employment within the theatre or entertainment industry.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **We have brand new, state-of the art facilities; dedicated, passionate and creative faculty and staff; collaboration within the Performing Arts Department; new theatre courses designed to better meet the needs of our incoming students; overlap of our subject matter with many of the other disciplines on campus; performances which engage in an artistic dialogue with the local community; interest in taking artistic and pedegogical risks; great opportunities for students to participate in and initiate theatrical work.**   1. **Weaknesses**   **Inadequate staff for the size and complexity of our facilities; no existing computer lab within the Performing Arts Complex.**   1. **Opportunities**   **Within our brand new Performing Arts Complex, we have several new performance spaces with which we can create inspiring new works of art; collaborating with other departments, especially with regards to cultural exchange; partnerships with MiraCosta College and CSUSM; technical institute opportunites with USITT; rebuilding the Performing Arts Circle; collaboration with the local theatre and entertainment community**   1. **Challenges**   **We have smaller enrollments, due to the past two years of "reconstruction"; difficulty publicizing/marketing our productions, due to the lack of a local newspaper; a low number of students completing their degree/certificates.** |

**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** | **Continue to provide excellent instruction that is current, particularly within the technical theatre fields.** |
| **Plans/Strategies for implementation** | **Continue to develop partnerships with local theatre and entertainment venue associates, as well as seek funding sources to replace out-dated equipment.** |
| **Outcome(s) expected (qualitative/quantitative)** | **To provide a more engaging learning environment that better prepares students for technical careers.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Improved overall enrollment** |
| **Plans/Strategies for implementation** | **Community outreach, focussing on communication with District area schools.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Not having to "visit" the Dean during Census week.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Improved outreach and attendance for our performances** |
| **Plans/Strategies for implementation** | **Devise, and implement, a marketing plan specific to the potential of each production. This would include contemporary marketing methods and innovations.** |
| **Outcome(s) expected (qualitative/quantitative)** | **At least a 10% increase in overall attendance.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our goals are focused first, and foremost, on providing the highest quality teaching and learning environment for our students; one which will support their career and technical training. Our secondary goals are to broaden our outreach to the community, establishing our physical presence as well as encouraging participation in the community.**   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>   **Our Goal 1 aligns directly with Stratigic Plan Goal 1, Objective 1.6, as well as all of Stratigic Plan Goal 4;**  **Our Goal 2 aligns directly with Stratigic Plan Goal 2;**  **Our Goal 3 also aligns directly with Stratigic Plan Goal 2.**   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.**   **One of our great strengths is the potential to engage the entire campus in academic discourse on relavent topics. It can be extremely difficult and frustrating to garner participation even from the most enthusiastic colleagues. We appreciate ongoing efforts from the campus to engage with us in this innovative strategy towards accomplishing our institutional SLO of Integrative Learning.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  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.   \*Second, ALL your resource requests must be prioritized 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 five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category 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) | **\* Priority Number for all Resource Request categories** | **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 tax, shipping, etc.)** |
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| **a1.** | **Makita 18-Volt LXT Lithium-Ion Cordless 1/2 in. Drill Driver Kit (x20)** | **1** | **4** | **2** | **The most necessary tool in our Scene Shop, the primary teaching environment for all of our technical theatre courses, is the cordless drill driver. While the batteries are rechargeable, there remains a limit to the lifetime of the batteries, as well as the drills themselves. At present, the majority of our drills are nearing the end of their lifespan.** | **$6000** |
| **a2.** | **SE400 Computerized Sewing and Embroidery Machine** | **1 and 3** | **4** | **3** | **Our small costume shop, in which our costume class (and soon, we hope, our advanced costume class) currently has a small array of standard sewing machines and one serger. This classes taught in this room assist in the construction and fitting of every costume for each of our theatrical productions. As we regularly re-use costumes to conserve money, one of the most useful new additions we are seeking for our costume shop is an embroidery machine, which would allow us to teach our students how to add quick, intricate modifications to our existing stock, cheaply and effectively improving the quality of our performances.** | **$600** |
| **a3.** | **Aquafog 3300 Dry Ice Fogger** | **1 and 3** | **4** | **8** | **With our newly expanded performance venues, we are pressed now more than ever to improve the quality of our performances. To do this, we need to continue to keep pace with the current standards of theatrical technology, both to keep up with audience expectations and, most importantly, to ensure that we are training our students in the safe use and operation of current theatrical technology. The fog machine that we currently own is many years behind the curve and performs inconsistently. This new fog machine would be more portable, eco-friendly, and would add a much needed piece of backstage technology to our technical theatre program.** | **$4,000** |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category 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) | | | | | | |
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| **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) | **\* Priority Number for all Resource Request categories** | **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 tax, shipping, etc.)** |
| **b1.** | **Classroom Computer Cart w/ Laptop, Document Reader, Projector, DVD player and speakers** | **1** | **4** | **1** | **At present, we have one classroom computer cart that is shared between two heavily used classrooms. As our program has grown, we are regularly finding that, despite having a new facility, we do not have enough teaching resources for all of our classrooms. An additional cart would allow us to provide a complete, engaging learning teaching and learning environment in every classroom that the Theatre Area utilyzes.** | **$8,000** |
| **b2.** | **Laptop Computers (x25)** | **1** | **4** | **5** | **The theatre industry has recently come to rely heavily on computer technology. We now have several new courses, such as TA170 (Computer-Aided-Drafting for Theatre), TA112 (Beginning Sound Reinforcement) TA114 (Advanced Sound Reinforcement), that depond upon regular computer access. Many of our other technical, and non-technical, theatre courses would benefit as well from having access to laptops in the classroom.** | **$38,750** |
| **b3.** | **Rolling Flat File Cabinets (x2)** | **1** | **4** | **7** | **The rollling filing cabinets would be installed in the paint area in the Scene Shop, providing painting table surfaces on top and, underneath, drawers for the storage of student art projects. These simple moblie carts would provide a significant improvement in the educational process for our budding artists, as it would allow the students to work on, and devolop their painted canvases over a several day period; facilitating the instruction of a multi-step paint process, as they could store their "wet" projects between classes.** | **$4,000** |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category 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***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **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) | **\* Priority Number for all Resource Request categories** | **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 tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category 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) | | | | | | | | |
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| **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) | **\* Priority Number for all Resource Request categories** | **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 tax, shipping, etc.)** |
| **d1.** | **Materials for program brochures** | **2** | **2** | **4** | **Creating a program brochure, which advertises all of the benefits of our certificates and degrees, gives details on the tools, equipment and facilites that our program has access to, as well as promotes the productions offered over the course of a typical academic year, would increase our physical presence in the community and help facilite our communication with district area schools.** | **$500** |
| **d2.** | **Vectorworks Software Lab License (25 seats)** | **1** | **3** | **6** | **One of the two software programs theatres across the country have currently become dependent upon, Vectorworks is a program which allows the user to draft, render, and produce all of the paperwork necessary for the successful completion of a lighting design. We use this program regularly to generate our documents for our productions, but we currently only have enough licenses for our staff. While we teach a course in CAD drafting (TA170) which comprehensively covers the use of this program for theatrical purposes, students do not currently have access to this program outside this course. With an additional 25 seats (and, hopefully, 25 laptops), students could work more extensively with this program and become better prepared for the careers that await them beyond their two years studying at Palomar.** | **$10,000** |
| **d3.** | **SketchUp Pro Lab License (25 seats)** | **1** | **3** | **10** | **One of the two software programs theatres across the country have currently become dependent upon, SketchUp Pro is a program which allows the user to create a computerized 3D scenic model and rendering, as well as simplified drafting plans, for the successful completion of a scene design. We use this program regularly to generate our documents for our productions, but we currently only have enough licenses for our staff. While we teach a course in CAD drafting (TA170) which comprehensively covers the use of this program for theatrical purposes, students do not currently have access to this program outside this course. With an additional 25 seats (and, hopefully, 25 laptops), students could work more extensively with this program and become better prepared for the careers that await them beyond their two years studying at Palomar.** | **$12,000** |
| **d4.** | **Travel monies for USITT (United Institute for Theatre Technology)** | **1, 2 and 3** | **1, 2 and 3** | **9** | **The USITT Conference is an annual weeklong gathering of design, production and technology students, educators and professionals in the performing arts and entertainment industry. Over the course of the week Organizational members provide specialized training in a number of diciplines (such as audio, lighting, costumes, etc.), tours to local theatre or entertainment venues (which typically include live performances), portfolio and resume reviews, design competitions, and a Stage Expo which debuts many of the newest techniques, products and services in the entertainment and theatre industries. Not only will our Palomar students have a chance to explore the newest technology in the industry, but they will be able to meet with representatives of many of the top upper division programs in the nation, and potentially get recruited to those programs.** | **$5,000** |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
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| **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) | **\* Priority Number for all Resource Request categories** | **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)** |
| **e1.** | **Short-term Hourly Employees** | **1** | **3** | **11** | **Many of our courses have a required lab component that involves working either with power tools in our Scene Shop or with lighting equipment and other electrical implements. As our technical program continues to grow, and our technical staff continues to shrink, we are in need of additional support in order to maintain a safe and engaging learning/working environment for our students.** | **$10,000** |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

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

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **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) | **Priority Number for Position Requests in Step V Only** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**