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| **Discipline: Theatre Arts** | **Date 02/01/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**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.  (ACCJC Standard I.B3; AB-1725, 10+1)

**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.

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| **List everyone who participated in completing this Program Review and Planning Document.**  **Michael Mufson and Chris 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.

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| 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 (<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>).   Looking at our enrollment trends, we can see the impact over the two year transition during the construction of our new facilities. In the the year 2013-14, when we opened to the newly renovated facilities, our enrollments immediately returned to pre-transition levels. Despite the fact that our total seats offered has decreased significantly, our enrollment numbers have increased and our census load percentage has increased by 13%. However the administration has mandated more overall cuts to improve the Census Load &, so we are considering some changes to our two year class rotations and offerings. We are also considering offering more sections of our highest enrolled classed during prime time. |

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| 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 well established 3 year SLOAC Cycle that we have been implementing. We are just beginning to determine how to assess program level SLO's and will give concentrated attention to that in the Spring of 2015. |

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| 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.**   In 2013-14 we had the largest number of degrees and certificates awarded in recent history, surpassing the numbers in all categories. Although these trends are cyclical, these numbers indicate that we are moving in a positive direction.   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.**   Despite the positive growth, we are planning conservatively. We are making changes to our TA Programs which should offer future students a clearer path to graduation, or transfer, depending on their desired outcome. We are also collaborating with Counseling to provide more immediate, accurate, carreer advice and counseling for all of our future students. |

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| 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.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.)**   There have been no significant changes in the data. |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **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.**   A) The resources funded by the 2013-2014 PRP allocations have all been identified and have either been placed on a purchase order, or are currently in transit. The resources themselves have not yet made an impact on this academic year; however, the lack of priority teaching resources in our facility will be resolved as soon as our classroom media cart arrives.  Regarding new developments: with the offering of the SERP, we will be losing a valuable member of our technical theatre staff, an ISA III. He functions as our scene shop manager, master electrician, and safety supervisor. This position requires significant professional experience.  B) 1. With the administration's new emphasis on "efficiency" in enrollment management, we are challenged to revise our class schedule and rotations with particular attention to maximum enrollment load per class. To date, we have already trimmed down our offerings to the bare minimum with intermediate level and specialized classes offered on a once per year or two year rotation. The only classes that offer multiple sections are our introductory level classes Introduction to Theatre and Acting One. These classes are consistenly well enrolled during prime time offerings, however, the evening sections suffer from marginal enrollment levels. Previously, the administration has expressed a commitment to evening offering, however, if we are forced to eliminate sections, we would probably have to eliminate our evening offerings. In order to maintain the pool of students who filter up to the intermediate , specialized and production classes, we would like to expand our offering in prime time. This was not possible prior to the construction of our new facilities, but now we have sufficient and appropriate teaching spaces to offer more sections in prime time. 2. Our goal of using our theatre productions to engage across disciplines in collaboration with other faculty continues to be a struggle. Our impression is that faculty are demoralized by increasing bureacratic tasks and dwindling resources. Their willingness to put extra effort into cross disciplinary discourse is at an all time low. However, we continue to choose theatre productions and projects that have the potential highlight issues of social concern and explore multiple aspect of the human condition. We continue to reach out to our colleagues to participate with us. |

**STEP III. Resources Requested for FY 2014-15:** 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 each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.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:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.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.)** |
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| **a1.** | **CNC Router** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **To maintain currency with the modern theatrical scene shop, and so that we may train our technical students for entry into theatre carpentry jobs, we need to have the tools they will likely encounter on the job. The most significant tool we are presently missing in our scene shop is a CNC router. This computer controlled cutting machine is an industry standard, in theatres as well as many other manufacturing industries. With the CNC router, our students would learn how to produce many door carvings, decorations, moldings, wood panels, props, and all while reducing waste and time. This tool would integrate the scene shop work with the CAD (computer aided design) class work, with students creating their projects in CAD programs, then loading these designs into the CNC router, which would then produce/route the work.** | **$16,000** |
| **a2.** | **SE400 Computerized Sewing and Embroidery Machine** | **600010** | **1** | **2.5, 5.2, and 5.4** | **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.** | **Antari Lighting & Effects AF-3 Effect Fan** | **600010** | **1** | **1.2, 2.5, 5.2, 5.3, and 5.4** | **Over the course of the past three semesters in our newly constructed, and renovated, performance spaces we have regularly needed to use smoke and haze effects in our performances. Due to the type of particulate detectors used in the facilites, we have discovered that, unless these special effects are very carefully manipulated, these effects can easily lead to an accidental trigger of the detectors during a performance. With a pair of DMX-controlled fog effect fans, we would be able to quickly direct the path of the fog to the desired location on stage; maintaining the look of the performance with minimal use of fog, and without risking a fire alarm violation. Additionally, this equipment would provide another excellent piece of advanced lighting equipment for our students to train with in the technical theatre program.** | **$1,500** |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). 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)

| **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.** | **3D Printer** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **There have been many advancements made recently in the realm of CAD (Computer-Aided-Drafting), but none more significant than the ease and availability of 3D drafting for home and commercial use. Our TA170, CAD for Theatre, course predominantly includes instruction in 3D modelling software, and many of our Theatre Area productions are designed using this same software. The addition of a 3D printer in our Scene Shop would allow our students, staff, and design faculty, to generate theatre props, models, and small scenic elements, incorporating the design instruction taught in our TA108, Stagecraft and Scene Design Course, using the CAD software taught in our CAD for Theatre Course. Technical theatre students who become proficient with this device will likely find, when they begin their career search, that this training stands out on their resume.** | **$3,150** |
| **b2.** | **Laptop Computers (x25)** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **The theatre industry has recently come to rely heavily on computer technology. We now have several 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.** | **$40,000** |
| **b3.** | **Laptop Charging & Storage Cart** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **Storage and charging of the laptops, above, will be required. Most of the rooms in our new facility are utilized as performances spaces at some point throughout the semester, so mobility and flexibility are also desireable. A portable, rolling storage cart that can be securely locked, and charge overnight, would be ideal for our needs.** | **$900** |
| **b4.** | **Rolling Flat File Cabinets (x2)** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **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** |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). 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)

| **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.)** |
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| **c1.** | **Makita 18-Volt LXT Lithium-Ion Cordless Combo Kit (2-Piece) (x10)** | **400010** | **1** | **2.2, 2.4, 3.1, 3.2, and 3.3** | **The most necessary tool in our Scene Shop, the primary teaching environment for all of our technical theatre courses, is the cordless drill guns. While the batteries are rechargeable, there remains a limit to the lifetime of the batteries, as well as the drills themselves. Our current cordless drill guns have exceeded their life expectancies and, as expected, they are now each operating in considerably reduced capacities: the rechargable batteries no longer charge to full capacity, nor can the motors create the torque required for some of our technical projects. Their replacement is our top priority.** | **$3,000** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

**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:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.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.** | **Materials for program brochures** | **500010** | **2 and 3** | **2.2, 2.4, 3.1, 3.2, and 3.3** | **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.** | **$1,000** |
| **d2.** | **Vectorworks License (25 seats)** | **500010** | **1** | **1.2, 2.5, 5.2, 5.3, and 5.4** | **Renewal for Vectorworks License (25 seats)** | **$4,000** |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**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 Institute for Theatre Technology)** | **500010** | **3** | **3.1, 3.2, 3.3, 4.2, 4.3, 4.4, and 4.5** | **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. Faculty participation at this event would include the following:**  **1. Panel presentations, which would have multiple benefits:**  **A. Host a panel, which would promote our program; and,**  **B. Visit other panels, professional development gains**  **2. Adjudicate design competitions**  **A. Gives visibility and credibility to our technical theatre area**  **B. Professional development gains**  **3. Meet and Greet the vendors and other educators on the conference floor at the Tech Expo (an all-conference event)**  **A. Networking**  **B. Evaluate new trends in technical theatre products**  **Students will have to fund their own travel to this conference.** | **$3,000** |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**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.** | **Short-term Hourly Employees** | **500010** | **1** | **4.1 and 4.2** | **All of our technical theatre courses have a required lab component that involves working with power tools, rigging gear, lighting equipment, or costume equipment and other electrical implements. This equipment can be extremely dangerous when mishandled. With anticipated retirements in our technical theatre staff, as well as a couple recent losses in our other temporary technical theatre staff, we need to bring in additional short-term support in order to maintain a safe working environment for our students, while we pursue a long-term solution to this problem.** | **$10,000** |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**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.** | **Makita 18-Volt LXT Lithium-Ion Cordless Combo Kit (2-Piece) (x10)** | **400010** | **1** | **2.2, 2.4, 3.1, 3.2, and 3.3** | **The most necessary tool in our Scene Shop, the primary teaching environment for all of our technical theatre courses, is the cordless drill guns. While the batteries are rechargeable, there remains a limit to the lifetime of the batteries, as well as the drills themselves. Our current cordless drill guns have exceeded their life expectancies and, as expected, they are now each operating in considerably reduced capacities: the rechargable batteries no longer charge to full capacity, nor can the motors create the torque required for some of our technical projects. Their replacement is our top priority.** | **$3,000** |
| **2.** | **Short-term Hourly Employees** | **500010** | **1** | **4.1 and 4.2** | **All of our technical theatre courses have a required lab component that involves working with power tools, rigging gear, lighting equipment, or costume equipment and other electrical implements. This equipment can be extremely dangerous when mishandled. With anticipated retirements in our technical theatre staff, as well as a couple recent losses in our other temporary technical theatre staff, we need to bring in additional short-term support in order to maintain a safe working environment for our students, while we pursue a long-term solution to this problem.** | **$10,000** |
| **3.** | **Materials for program brochures** | **500010** | **2 and 3** | **2.2, 2.4, 3.1, 3.2, and 3.3** | **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.** | **$1,000** |
| **4.** | **Vectorworks License (25 seats)** | **500010** | **1** | **1.2, 2.5, 5.2, 5.3, and 5.4** | **Renewal for Vectorworks License (25 seats)** | **$4,000** |
| **5.** | **3D Printer** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **There have been many advancements made recently in the realm of CAD (Computer-Aided-Drafting), but none more significant than the ease and availability of 3D drafting for home and commercial use. Our TA170, CAD for Theatre, course predominantly includes instruction in 3D modelling software, and many of our Theatre Area productions are designed using this same software. The addition of a 3D printer in our Scene Shop would allow our students, staff, and design faculty, to generate theatre props, models, and small scenic elements, incorporating the design instruction taught in our TA108, Stagecraft and Scene Design Course, using the CAD software taught in our CAD for Theatre Course. Technical theatre students who become proficient with this device will likely find, when they begin their career search, that this training stands out on their resume.** | **$3,150** |
| **6.** | **Laptop Computers (x25)** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **The theatre industry has recently come to rely heavily on computer technology. We now have several courses, such as TA170 (Computer-Aided-Drafting for Theatre), TA171 (Advanced Stage Lighting), TA112 (Beginning Sound Reinforcement), and 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.** | **$40,000** |
| **7.** | **Laptop Charging & Storage Cart** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **Storage and charging of the laptops, above, will be required. Most of the rooms in our new facility are utilized as performances spaces at some point throughout the semester, so mobility and flexibility are also desireable. A portable, rolling storage cart that can be securely locked, and charge overnight, would be ideal for our needs.** | **$900** |
| **8.** | **SE400 Computerized Sewing and Embroidery Machine** | **600010** | **1** | **2.5, 5.2, and 5.4** | **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** |
| **9.** | **Travel monies for USITT (United Institute for Theatre Technology)** | **500010** | **3** | **3.1, 3.2, 3.3, 4.2, 4.3, 4.4, and 4.5** | **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. Faculty participation at this event would include the following:**  **1. Panel presentations, which would have multiple benefits:**  **A. Host a panel, which would promote our program; and,**  **B. Visit other panels, professional development gains**  **2. Adjudicate design competitions**  **A. Gives visibility and credibility to our technical theatre area**  **B. Professional development gains**  **3. Meet and Greet the vendors and other educators on the conference floor at the Tech Expo (an all-conference event)**  **A. Networking**  **B. Evaluate new trends in technical theatre products**  **Students will have to fund their own travel to this conference.** | **$5,000** |
| **10.** | **CNC Router** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **To maintain currency with the modern theatrical scene shop, and so that we may train our technical students for entry into theatre carpentry jobs, we need to have the tools they will likely encounter on the job. The most significant tool we are presently missing in our scene shop is a CNC router. This computer controlled cutting machine is an industry standard, in theatres as well as many other manufacturing industries. With the CNC router, our students would learn how to produce many door carvings, decorations, moldings, wood panels, props, and all while reducing waste and time. This tool would integrate the scene shop work with the CAD (computer aided design) class work, with students creating their projects in CAD programs, then loading these designs into the CNC router, which would then produce/route the work.** | **$16,000** |
| **11.** | **Rolling Flat File Cabinets (x2)** | **600010** | **1** | **1.2, 2.5, 5.2, and 5.4** | **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** |
| **12.** | **Antari Lighting & Effects AF-3 Effect Fan** | **600010** | **1** | **1.2, 2.5, 5.2, 5.3, and 5.4** | **Over the course of the past three semesters in our newly constructed, and renovated, performance spaces we have regularly needed to use smoke and haze effects in our performances. Due to the type of particulate detectors used in the facilites, we have discovered that, unless these special effects are very carefully manipulated, these effects can easily lead to an accidental trigger of the detectors during a performance. With a pair of DMX-controlled fog effect fans, we would be able to quickly direct the path of the fog to the desired location on stage; maintaining the look of the performance with minimal use of fog, and without risking a fire alarm violation. Additionally, this equipment would provide another excellent piece of advanced lighting equipment for our students to train with in the technical theatre program.** | **$1,500** |
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**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.** | **Scene Shop Manager, ISA III** | **212210** | **1** | **4 and 5** | **Our current Scene Shop Manager, ISA III, will retire at the end of the Spring 2015 term. This is the sole position responsible for the maintainance and upkeep of several hundred thousand dollars worth of equipment in the newly renovated, Performing Arts Complex. Additionally, the Scene Shop Manager oversees the labs in the Scene Shop, aiding Instructors during lab time, and maintaining a safe working environment. The Theatre Area has no other support staff at present who can cover these duties; should this position become vacant for even a short while, the daily activites of the Theatre Area, and the whole of the Performing Arts Department, would be dramatically impacted.** | **ISA III, Salary Level 25, plus benefits (approx. $80,000)** |
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| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**