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| **Discipline: Art Design** | **Date 1/26/15** |
| **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.**  **Jay Schultz, Lily Glass.** |

**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>).   Comparing Fall 2013 to Fall 2014 there has been little change in enrollment in ArtD courses. This is surprising; we would have expected lower numbers due to enforced repeatability and the implementation of course family limitations. There may be a delay of a year or two while these factors settle in and we can make a more deliberate evaluation.  We did have a rise in FTEF from 1.75 to 2.1 due to a scheduling change related to the department chair's release time.  As we hoped, we have had a satisfying jump of degree completions (AA/AS in Graphic Design) from zero to 5. This may be related to our recent curricular and program changes (noted in our last PRP), and hope this will be confirmed in the next few years' data.  Our course success and retention rates continue to be exceptional.  Retention consistently averages 95% (93%/96% day vs. evening), and there is an average pass rate of 82%. This would likely be higher were FW grades not factored in. We're trying to counter the FW issue with detailed explanations to students of the impact of not dropping classes in which they are enrolled. This discussion takes place on the first day and includes an explanation of the CRC/Courses with Related Content and their effect on degree completion.  Our pass rate in general is consistently high due to the individual attention given to our students, particularly those who struggle. |

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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/>   To help broaden the evaluative process, new SLO's were added to several of our ArtD courses in the past year. Additional SLO's to the remaining courses will be added in the near future.  Our SLO program results continue to be exceptional (highly proficient in the vernacular of the results) when evaluated as defined by the entry/exit process we employ. We are also beginning to see the results of more strictly enforced course outlines in classes taught by adjunct faculty. Students entering second level courses are more prepared than in the past. It is expected this will continue, and our students will benefit. |

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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.**   We continue to track transfer schools, primarily CSU Long Beach and Art Center College of Design, to ensure that our students can transfer successfully to those programs.  We anticipate the implementation of a Transfer Model Curriculum in the near future, and hope the changes made recently will ensure a smooth process in developing the TMC.   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.**   Keeping our program current and relevant ensures that our students will continue to be successful when transferring and will have the skills and opportunities to land excellent jobs after completing their education.  As mentioned in the last PRP, our intention is to focus on preparing students for the wide variety of opportunities for design work, not only in traditional fields (web design, motion graphics, graphic design) but in the various branches of the entertainment industry, such as animated feature films and gaming.  Labor market data is restricted to San Diego County and the Inland Empire, and those counties are not where the majority of successful graduates seek and find employment. The entertainment industry has its national base in Los Angeles, which is very fortunate for our students, as it's close by. Interactive media designers will be most successful in San Francisco, and the hub of publishing is found in New York.  We continue to solicit input from highly successful members in the field of Illustration and Design, and it is their input that informs the career/technical planning of our program. Over the years we have observed enormous growth of work opportunities in the Entertainment Industry, Gaming, and Interactive Media, but a steady decline in traditional publishing, which formerly was the backbone of the field.  High levels of Digital skills, 2D, 3D and Animation now are absolutely essential for being competetive in the field, when built on a traditional foundation of drawing, design, and problem solving. |

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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.)**   Year-to-year trends are consistent, continuing to show growth in the need for graphic designers in the workplace, both locally and statewide.  As stated in our last review, increases will mainly develop in non-design specific industries rather than the traditional design studio/advertising agency market. These include video game, phone and tablet applications, and industry-specific application design.  Career opportunities remain excellent for talented students who are open to pursuing careers in non-traditional design industries. Some examples of non-traditional industries are motion picture and video, technical consulting, computer systems, video games, and application interface development.  The outlook is good as more industries need designers to develop and organize websites and web-based information systems in addition to more traditional print media (which continues to decline). |

**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.**   The resource allocations from last year (new furniture in the computer lab to create a more effective learning environment) will be implemented at the end of the Spring 15 semester, so comments on that are on hold until the newly furnished and configured lab has been utilized.  We did finally see the installation of a new lectern, with smart technology, and it has made a huge difference in the methods used to disseminate information to our students. For example, using the document camera lets us demonstrate, to the entire class, the process of drawing and redrawing a typographic concept (by hand) to develop it prior to working with it digitally (on the computer). It's also made it easier to show and describe work during student presentations. It's been a marvelous addition to the classroom.  As far as concerns, as expected, the recent changes in repeatability and course families have impacted some courses, though not as severely as many other disciplines. It is too early to predict whether that trend continues or whether we'll see fewer students going forward. This may not be problematic, particularly since we're making a deliberate effort to point out the ramifications of the new rules to students.  One new goal is to establish a 45% ISA I position to use for open lab hours in our computer lab. Many students require additional time to complete projects and to get help when they are struggling. Due primarily to the recent change in student hourly positions that require the student to carry 12 units to qualify, the pool of potential students has essentially disappeared. A part-time ISA I position would help us fill the need, and give students the time they need to complete their work at the high level we expect.  We are continuing our goal of outreach to high schools by creating and sending DVD's to contacts in those schools. We're finalizing the design of an informational poster to accompany the DVD's. |

**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.** | **Epson 3880 color printer** | **600010** | **3, 4.** | **4** | **We need a modern color printer for the following reasons:**  **First, students need to print their class work, particularly in design and typographic courses. It is an essential part of each class to learn to critique work, modify and revise it, and compare it to both established standards and the work of other students in the course. This is also directly applicable to our goal of giving students a more collaborative environment in which to work. Additionally, high quality prints are absolutely necessary for student portfolio preparation for transfer, and to craft and evaluate student-designed materials intended for high school outreach. As we try to integrate more real-world assignments in our courses, we will be working with other departments (at this time our goal is primarily the Performing Arts department) to give students the opportunity to design for the productions in the pipeline. It’s essential when meeting with clients that tangible pieces be presented, rather than just screen-based works.**  **Our current printer was a hand me down from the Photography department, and it has essentially reached the end of its life cycle.** | **$2,000** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **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.)** |
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| **b1.** | **(1) 15" Macbook Pro w/ retina display and Apple Care plan** | **600010** | **3** | **4** | **The one Contract faculty in the discipline was using a nine-year-old Macbook Pro until it stopped working entirely early last semester (Fall 14).**  **The laptop is used as a teaching tool in traditional classes for practical demonstrations and lectures, but also, more importantly, in his digital courses. He is one of the two faculty in the department who teach high-end graphics software. Both contract faculty in our career/technical disciplines (ArtI/ArtD) teach how to use more than seven industry standard 2D vector and pixel-based applications, 3D and Animation software, and need the most up-to-date laptops to run programs like Photoshop, AfterEffects and Maya.** | **$3,000** |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **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.** |  |  |  |  |  |  |
| **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.)** |
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| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **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)** |
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| **e1.** |  |  |  |  |  |  |
| **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.** |  | **230010** |  |  |  |  |
| **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.** | **Epson 3880 color printer** | **600010** | **Goal 3,4** | **4** | **We need a modern color printer for the following reasons:**  **First, students need to print their class work, particularly in design and typographic courses. It is an essential part of each class to learn to critique work, modify and revise it, and compare it to both established standards and the work of other students in the course. This is also directly applicable to our goal of giving students a more collaborative environment in which to work. Additionally, high quality prints are absolutely necessary for student portfolio preparation for transfer, and to craft and evaluate student-designed materials intended for high school outreach. As we try to integrate more real-world assignments in our courses, we will be working with other departments (at this time our goal is primarily the Performing Arts department) to give students the opportunity to design for the productions in the pipeline. It’s essential when meeting with clients that tangible pieces be presented, rather than just screen-based works.**  **Our current printer was a hand me down from the Photography department, and it has essentially reached the end of its life cycle.** | **$2,000** |
| **2.** | **(1) 15" Macbook Pro w/ retina display and Apple Care plan** | **600010** | **Goal 3** | **4** | **The one Contract faculty in the discipline was using a nine-year-old Macbook Pro until it stopped working entirely early last semester (Fall 14).**  **The laptop is used as a teaching tool in traditional classes for practical demonstrations and lectures, but also, more importantly, in his digital courses. He is one of the two faculty in the department who teach high-end graphics software. Both contract faculty in our career/technical disciplines (ArtI/ArtD) teach how to use more than seven industry standard 2D vector and pixel-based applications, 3D and Animation software, and need the most up-to-date laptops to run programs like Photoshop, AfterEffects and Maya.** | **$3,000** |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
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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)** |
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| **1.** | **ISA I, 45%**  **Computer Lab** | **212210** | **1,3** | **1,2** | **A 45% ISA position would allow students access to the computer lab outside of the scheduled class-times. Many students require additional time to complete projects and need support when they are struggling. Since we teach high-end 2- and 3-D graphics and animation software our students also need a great deal of one-on-one attention during the four required in-class lab hours. We have relied on TAs in the past, but due primarily to funding shortages within the department (our short term hourly budget gets exhausted every academic year by having to backfill two vacant ISA positions in the 3-D area.)**  **Staff support give students the time they need to complete their work at the high level we expect.** | **$21,038** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
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| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**