

Status: **Reviewed**

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Performing Arts

Discipline Name
Dance (DNCE)

Department Chair Name
Patriceann Mead

Division Name
Arts, Media and Business Administration

Website address for your discipline
<https://www2.palomar.edu/pages/performingarts/home/dance-programs/dance-classes/>

Discipline Mission statement

In keeping with the Palomar College mission statement, the dance program is committed to providing an engaging and supportive learning environment for diverse learners. We support students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education. We celebrate cultural diversity and encourage creativity, collaboration, and dance technique, in our three AA degrees and four Certificate of Achievements, in Euro-Western Dance, World Dance, General Dance, and Musical Theatre Preparation. Students of the Palomar College dance program will be well rounded dancers who are comfortable in a variety of dance genres, have a professional work ethic and can negotiate professional and academic arenas.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.

AA Euro-Western Dance
AA World Dance
AA General Dance
Certificates
Euro-Western Dance
World Dance
General Dance
Musical Theatre Preparation

Please list the names and positions of everyone who helped to complete this document.

Molly Faulkner, Ph.D.
Patriceann Mead, M.A. M.F.A.

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access.
Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

2

Full-time Faculty (FTEF)

2

Part-time faculty (FTEF)

7

Classified and other permanent staff positions that support this discipline

Paul Helling, Rita Wather, Heather Murray, Tony Cucuzzella, Tom Daily, Lorrena Harvey, Carl Thompson support all three areas of the
Performing Arts Department: Dance, Theatre, and Music. hey do not specifically support dance exclusively. They are all full-time staff.

Additional hourly staff that support this discipline and/or department

Student Hourly -- 30-40 hours a week. For the 20-21 year we have 2 Federal Work Study students so this is not coming out of PAD: Budget -- This is not always the case -- The need for the funding source is still relevant.

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

Our degrees and certificates and our two program outcomes listed below, embody the breadth and depth of the dance field and accurately reflect the required knowledge base and skills for transfer and vocational success.

Transfer Requirements for undergraduate programs: Undergraduate dance programs tend to focus on technique and performance and entrance into these programs include physical auditions that require high level technique and performance skills.

By offering diverse technique classes at the intermediate and advanced levels (levels III and IV) and by utilizing the rehearsal/performance as the synthesizing (capstone) experience, the Palomar Dance Program is preparing these students for success. We offer these courses in four different certificates and three AA degrees to reflect the many options graduates have to enter undergraduate dance programs. While all of our degrees and certificates address this, our Euro-Western Certificate and AA, and our Musical Theatre Preparation Certificate are our primary transfer offerings. Our World Dance Degree specifically addresses the needs of diversity within the dance field, UCLA's World Dance undergraduate degree (one of the few degrees like this in the country), and the need for diverse dancers in the entertainment field.

Employer/vocational expectations: Entering the dance field at the vocational level is a complex phenomenon. It is largely a gig based economy with pick up work in a variety of different capacities. To that end we offer diverse dance techniques at the intermediate and advanced level, Teaching Methods, Production Management, a variety of history and survey courses, and performance opportunities. We offer these courses in four different certificates and three AA degrees to reflect the many options graduates have to enter the dance work force.

Professional Performance Jobs: These jobs require similar skills as outlined for transfer, strong technique in a variety of genres and strong performance skills. These jobs also require an understanding of audition protocol and culture, well crafted resume and head shot and composite photos that demonstrate ability and diversity of dance styles, which we teach and facilitate in our performance based courses and Production Management class, an all production classes including Musical Theatre Scenes. Musical Theatre Preparation Certificate, World Dance AA and Certificate are the primary offerings that address this need.

Dance Teaching Jobs: These jobs require intermediate/advanced level technique skills in a variety of dance genres, and a strong foundation in teaching methods (Teaching Methods). Typically teaching jobs also include choreographing for the students (Choreography and Student Dance Production) and knowledge of how to produce a show (Production Management). Our General Dance AA and certificate, and our Musical Theatre Preparation certificate are the primary offerings that address this.

How do they align with employer and transfer expectations?

We work very closely with CSUSM, SDSU, UCSD for transfer expectations. We have the dance faculty from CSUSM on our vocational board as well industry professionals from the arts communities in North County.

Describe your program's plan for assessing program learning outcomes.

Upon successful completion of the Program, students will be able to identify and evaluate the elements various dance genres that contribute to student's aesthetic and cultural growth. This supports the institution's mission as a comprehensive college. General Dance AA and Certificate, World Dance AA and Certificate, specifically address this need.

And

Upon successful completion of the program, students will be able to synthesize choreography, musicality, spacing, working as an ensemble in a variety of performance situations.

Describe your program's plan for assessing program learning outcomes.

Completions -- these are one way to track this although this data paints a narrow picture of the impact our program degrees and certificates have on the dance community in the immediate area (and through-out San Diego and throughout Southern California).

Our course SLO's align with our program SLO's and since performances are the capstone experiences for our students we evaluate our performances as part of both our course and program SLO's. We assess for professional work ethic, ability to work as an ensemble, individual responsibility, and personal growth as a dancer/choreographer.

Success and Retention Rates

Anecdotal information -- about where our students/graduates are working provide a much broader scope as many of our students train/study with us for several years and then leave/transfer for jobs and undergraduate programs without completing the degree or certificates. They are as much our success stories as those who complete the degrees and certificates.

We successfully added a Musical Theatre Preparation Certificate and per our vocational board recommendations we are looking at adding a one year Dance Studio Ownership Certificate in collaboration with the Business Program.

Our Faculty Dance concert every Spring provides a clear marker of how our student body is doing in terms of technical skill and knowledge of audition/rehearsal/performance protocol, and the synthesis of choreography, musicality, spacing and working as an ensemble. The combination of our theory/history/survey courses give us a great marker of students ability to identify and evaluate the elements of a diverse range of dance genres.

Noche/World Dance Concert -- This concert is a great marker of how our student body is doing in terms of the identifying and evaluating the diverse dance styles of the African and Latin Diaspora as well as synthesizing choreography, musicality, spacing and working as an ensemble in diverse performing situations.

Our Student Dance concert every Fall is a great marker of the students aesthetic growth and ability to synthesize theory and praxis. Every four years we have an evaluation form for all choreographers for the Faculty Dance Concert. And we informally assess every concert.

Every four years we do individual class assessments and those in combination give us great insight to our students ability to identify and evaluate the diverse range of dance genres.

Summarize the major findings of your program outcomes assessments.

Completions: 9 down from 2018

have identified that the majority of our students didn't realize they A. when they were eligible for degrees and certificates and B. or that they had to apply for them once they had completed the course work. This is now part of a rigorous advising process that Patriceann Mead and Dr. Molly Faulkner have implemented).

The devastating course cuts will have an impact on our completions as EVERY major class we offer is on a two year rotation. Students may take over 2 years to complete depending on how the courses fall and if more courses get cut.

Success Rates: 81% -- This is a fairly consistent number over 5 years

Retention Rates 93% -- This is a fairly consistent number over 5 years

Anecdotal Information -- Our students/graduates get jobs. We have students working in every major theme park from Sea World, Wild Animal Park, LEGOLAND (casting director and choreographers as well as performers), Disney, and Knotts Berry Farm. They are teaching dance (and math) at the HS level, they teach at most of the studios in the district, and several have started their own studios and hire our graduates. They choreograph for HS drum lines, and dance concerts, they direct concerts, perform for professional and semi-professionals companies in the area, they work at local theatres including Moonlight, San Diego Rep, Ovation Theatre . . . They go on to get additional training in yoga and somatic systems. Our graduates/students are EVERYWHERE!!!!

Our course SLO's align with our program SLO's and since performances are the capstone experiences for our students we evaluate our performances as part of both our course and program SLO's. We assess for professional work ethic, ability to work as an ensemble, individual responsibility, and personal growth as a dancer/choreographer.

Because of Covid and the impact on the performing arts our numbers have been/will be severely impacted until we have the time and support from the district to rebuild our enrollment.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

The link on the PRP website indicates 6 certificates and 3 degrees -- I cannot find the break down which certificates or degrees.

Information solicited from Rick Heron reveals 8 degrees and 10 certificates for Spring/Summer/Fall 2019.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

The fact our students are just now realizing how to apply for the various degrees and certificates and our rigorous advising schedules.

When the district implements automatic generation of certificates and AA's when curriculum has been completed these numbers will also increase. The fact that we have successfully included 5 required dance classes as activity courses for Health and Fitness will not only help our students with graduation requirements -- it will affect campus wide completion rates.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

We are successful and efficient. One very prevalent issues that negatively impacts completion, is classes students need and only are offered once a year or once every two years continue to be cut.

How have these factors presented challenges for your program(s)?

If the students can't complete the curriculum as the curriculum experts have designed it -- because the district penalizes upper level courses for low enrollment then students can't complete.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates.

These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION**COURSE SUCCESS AND RETENTION****What is your program's standard for Discipline COURSE Success Rate?**

70.0%

Why did you choose this standard?

It is the Institutional standard.

What is your stretch goal for course success rates?

5.0%

How did you decide upon the goal?

given course cuts and other mitigating factors of small programs at Palomar this seems reasonable. In reality our success rate is 91% and we have already met our stretch goal.

COURSE LEARNING OUTCOMES**How have you improved course-level assessment methods since the last PRP?**

We are in the process of adding a second SLO for each course. Because we have multiple levels of technique and production classes that are offered as combined classes we have quite a few courses to assess -- we try for efficiency. We find that doing it all at once rather than a bit each year works much better for getting results back. It's also a nice snapshot of the entire program.

Summarize the major findings of your course outcomes assessments.

Dance targets most of the institutional learning outcomes by its very nature. Embodying inclusion, creative, critical, and analytical problem solving skills are present in ALL of our courses. We teach ethics and civic engagement as a matter of course, and we are active in integrative learning through cross arts and cross campus collaborations. Our collaborations include but are not limited to Latin Nights, Noche Havana, Umoga, Pride events, House of Humans, Moda Fashion Show, Foundation Gala, the college President's holiday party, Day of Diversity, Career Days, and many, many interdepartmental collaborations. We do a great job. Our faculty are masters in the field. Our success and retention numbers attest to that, as does the presence of our students/graduates in the workforce.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Dancer, choreographer, actor, musician, recreation worker, self-enrichment teacher, entertainment attendant -- dance also fits into two career clusters, Hospitality and Tourism; Arts Audio/Video Technology & Communications. This is by no means an exhaustive list.

This is an odd year (or two) video/sound technology is now an integral part of teaching, learning, and performing. This will be woven into our curriculum as we move forward Covid/post Covid.

We are in Theme Park alley there will always be a need for dancers, choreographers, entertainment directors, recreation workers, and entertainment attendants.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Creative thinking, active listening, coordination, performing general physical activities, getting information, performing for or working directly with the public, establishing and maintaining interpersonal relationships, thinking creativity, speaking, instructing, learning strategies, active learning, speech clarity, oral comprehension, and leadership skills, . . . a knowledge of graphics, fine arts, and social media are also skills sets of information necessary for success.

How does your program help students build these KSA's?

We address all of them. All of our courses address creative and critical problem solving, oral and written expression, coordination, performance, interpersonal skills, active listening, active learning -- and our course progressions build in the Bloom's Taxonomy from remembering and understanding in our lower level courses, to evaluating, analyzing, and creating, as the students progress through the curriculum. The curriculum as designed by the curriculum experts fosters leadership skills so that by the time students graduate with ANY dance degree or certificate we offer, they can successfully choreograph, direct, run-rehearsals, teach, and produce art events.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

Our curriculum is designed to teach "real-world" skills which includes teaching, producing arts events, performing, choreographing, self-promotion, building resumes, preparing for auditions and job interviews.

Internal internships with Performing Arts careers are integrated into our curriculum.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

The Dance Degrees and Certificates prepare the students for interviews, auditions, and the self-promotion necessary to get performance, choreographing, producing, entertainment attendant jobs in the community (this is not an exhaustive list, please see CTE page for more details).

Without formal help from the district these efforts remain limited to courses, curriculum progression, and working closely with our vocational board and H.S. partners.

Anything more formal, and any meaningful data collection on these efforts would require staff support from the district.

How do you engage with the community to keep them apprised of opportunities in your program?

We have up to 10 performances a year for the public, we have an active vocational board with participants from arts organization around the county. We keep ad update a teaching list every year of those students who have taken our core curriculum courses, and arts organizations and dance studios have access to that list for potential hires. We have a vibrant H.S. Outreach program and actively work with our HS partners.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Work more closely with counseling

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Developing a counseling packet for dance (in progress and always ongoing)

Meeting with counseling (already met with PJ DeMaris)

Attend counseling meeting to present materials

Mapping (already done) working to make mapping more accurate

Outcome(s) expected (qualitative/quantitative)

More streamlined communication with counseling

Better information for our students transferring to 4-year dance programs

Hopefully, more students transferring

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This will ultimately help our students negotiate the dance degrees and certificates more efficiently. Which is part of the college and dance mission statement and the entire purpose of guided pathways.

Expected Goal Completion Date

5/21/2021

Goal 2

Brief Description

Musical Theatre Summer Stock

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Working with administration and enrollment team to approve the 1.5 units needed to make this happen. It was approved last year but so late we couldn't get the information to the HS's in time for enrollment.

Covid delay

Outcome(s) expected (qualitative/quantitative)

Outreach -- we hope for higher visibility of our programs through a community and HS summer musical theatre production.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Outreach is key for all three.

Expected Goal Completion Date

2/1/2022

Goal 3**Brief Description**

Zero Cost Classes

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

We have successfully made most dance classes zero cost.

Outcome(s) expected (qualitative/quantitative)

Hopefully increased enrollment and helping our students. Anything we can do to make it just a little easier for our students to succeed.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Again our mission at the college and dance program is to provide the students with the support they need to be successful. These resources will help achieve this goal.

Expected Goal Completion Date

5/22/2020

Goal 4**Brief Description**

Maintain the integrity of our World Dance Program

Is this a new or existing goal?

New

How will you complete this goal?

This is a larger campus wide conversation about the importance of support classes/curriculum that have a majority focus on diverse cultures. These courses need to be supported by the district with the understanding that diversity requires a broader understanding and support of the needs of the courses beyond the traditional Euro-Western lens.

For example, in the dance area we offer Afro-Cuban/Brazilian Drum Dance which requires a dance professor and a music director as well as least 4 drummers.

Latin Social requires both a male and female professor/teacher (per Title V -- gender equity).

Capoeira (Brazilian martial art/dance form) requires a lower class cap for safety and musicians for the traditional music.

These needs support the authenticity of these dance forms, predominately of the African and Latin Diaspora, viewing the needs of these courses through the Euro-Western lens not only does a disservice to the students of color in these courses it undermines the very nature of diverse curricula and fosters an environment of cultural appropriation.

Outcome(s) expected (qualitative/quantitative)

To have the district engage in meaningful dialogue about these needs from the lens of social justice and diversity.

And support from the district for curricula that addresses BIPOC culture.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The district has made the commitment for social justice, that starts at home supporting the diverse classes and programs already in place.

Expected Goal Completion Date

2/1/2021

Goal 5**Brief Description**

Summer enrichment program.

Is this a new or existing goal?

New

How will you complete this goal?

Offering a variety of dance classes this summer (2021) as enrichment and program revitalization. Dance was hit disproportionately hard by Covid closures and has affected our enrollment and completions for Spring 20 and 21.

Outcome(s) expected (qualitative/quantitative)

To help build back enrollment for Fall and Spring 21/22 and have an opportunity for students from our HS partners to experience the diversity and comprehension of the Dance Program.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Covid hit the performing arts very hard, this is just one of multiple outreach strategies.

Expected Goal Completion Date

2/1/2020

Goal 6**Brief Description**

Dual Enrollment Orange Glen HS.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Conversations are ongoing with Orange Glen HS -- conversations started in 2016 under the previous Dean of AMBA.

Outcome(s) expected (qualitative/quantitative)

District support for Dual Enrollment for Survey of World Dance on the Orange Glen Campus as a hybrid course.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This is just one many outreach strategies to engage and inform HS partners and students about the diverse curriculum of the dance program and to teach dances and dance traditions from the African and Latin Diasporas.

Expected Goal Completion Date

1/18/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

pmead@palomar.edu

Review

Chair Review

Chair Comments

This was actually completed completed 9/17/ 2020

Chair Name

Patriceann Me3ad

Chair Sign Date

11/4/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

Dean Name

Dean Sign Date

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name

Vice President Sign Date