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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Comprehensive

Division Name
Arts, Media and Business Administration

Department Name
Performing Arts

Department Chair Name
Patriceann Mead

Discipline Name
Dance (DNCE)

Department Chair email
pmead@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Patriceann Mead, Molly Faulkner,

Website address for your discipline
https://www2.palomar.edu/pages/performingarts/about-the-dance-program/

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 workethic and can negotiate professional and academic arenas.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.
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, and collaboration.

(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)?
Yes

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

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
2

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
1.41

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
1.59

List the classified and other permanent staff positions that support this discipline.
Lorrena Harvey, Rita Walther, Paul Helling, Anne Delgado, Tony Cuccazella, Heather Murray, Tom Daily

List additional hourly staff that support this discipline and/or department
Chelsea Marsh, and tech/crew for shows. This will be in the Performing Arts PRP

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 learning outcomes are in three different categories, technique classes, performance based classes, and /history /survey/teaching methods . . . classes. The two outcomes for our technique address movement mastery and vocabulary retention. Our performance based classes address collaboration, working in a group, and knowledge of what it takes to onstage/backstage. Our theory history based classes address the synthesis of information and praxis.

How do they align with employer and transfer expectations?
We work closely with our industry partners so they align very closely with employer expectations. Our transfer students always report back to us that they were well prepared for the expectations of 4 year universities. So we align well there too.

Describe your program's plan for assessing program learning outcomes.
We find it easier to do all SLO's at once. We send out our learning outcomes rubrics to our part-time faculty and have them assess their classes, the two full time faculty assess using the same rubric. We have a meeting to discuss the outcomes and then Molly enters the data into trac-dat.

Summarize the major findings of your program outcomes assessments.
We do well. We typically have high 90% success rates. Dance self selects -- students are genuinely interested it to sign up for it.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- Associate Degree GE Requirements
- CSU GE Requirements
- IGETC Requirements

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess. Click here for a link to Palomar's GE/ILOs.

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.
1) Communication: a. written. All of our courses have a writing component that is assessed

3) Creative, Critical, and Analytical Thinking

a. Critical Thinking
b. Information Literacy
c. Teamwork and problem solving

the majority of our classes foster creative and critical thinking and teamwork/problem solving. I served on the campus wide committee when this was assessed. Dance is problem solving in motion. Performances are all teamwork. History, teaching methods, choreography . . . these classes involve information literacy and critical/creative thinking.
We think and problem solve on our feet -- literally.

4) Community, Multicultural/Global Consciousness and Responsibility

a. Intercultural Knowledge. 4 our our core courses have a multi-cultural focus and are multi-cultural transfer courses

Palomar College Institutional Student Learning Outcomes

General Education Learning Outcomes apply to courses with degree program options and are subsets of ILOs.

6) Integrative Learning (learning communities, service learning, engagement through the arts) We embody engagement through the arts. Dance teaches pattern recognition, physics, French, kinesiology, anatomy and physiology, history . . . A dance class is HARD CORE!

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOsducation/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.
Our students are successful. This assessment cycle happened during covid and many classes were cancelled. Will assess next cycle after we rebuild.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
Degrees and Certificates Awarded (Count)
Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21
AA/AS
Associate in Arts Degree 4 1 8 7 3
AA/AS Total 4 1 8 7 3
Certificate
Certificate of Achievement 5 1 9 9 6 3
Certificate Total 5 1 9 9 6 3
Grand Total 9 2 17 16 9 3

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

What factors have influenced your completion trends?
We were shut down during covid and could offer very few classes -- the fact that we had 3 completions is awesome. We will see a bump in that number this year because we are open, face to face, and students are taking the last few classes to complete they couldn't get during covid.

Are the courses in your discipline required for the completion of other degrees/certificates?
No

Do you have programs with 7 or fewer completions in the last 5 years?
Yes

What steps are you taking to address these completions?
Offering the classes and begging for no course cuts. And lots and lots of outreach.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for program completion?
5

Why did you choose this standard?
The district through their class cuts has really affected our ability for students to complete. With support we could be a very vibrant program.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?
5

How did you decide upon your stretch goal?
10 years of continual class cuts we can't goal set, we are in survival mode.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to Program: Enrollment Trends

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Decreased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Increased

Were these trends expected? Please explain.
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Enrollment 542 508 573 396 401 No Data
Fill Rate 84.69% 92.36% 97.78% 87.03% 97.24% No Data
WSCH Per FTEF 316.20 364.44 383.12 343.94 373.48 No Data

We have been shut down offering very few classes for 1920-21 -- You can see our fill rate is impressive but how are we expected to grow if our classes keep being cut.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
Outreach, lots and lots of unpaid outreach by our full time dance faculty.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
No support for this outreach, 10 years of continual class cuts (most NOT due to low enrollment). We are 1/4 of the size we were 5 years ago. We could do amazing things IF the district would STOP cutting our courses.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019 Fall 2020
Enrolled 491 480 542 393 399 186
Success Rate 80.4% 83.8% 80.1% 84.2% 81.0% 79.0%

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?
Stayed the same

Was this expected? Please explain.
Our rate was 89% and that was during Covid, typically we are in the 90% plus percent bracket.

Are there differences in success or retention rates in the following groups? (choose all that apply)
Age

Age: Why do you think age differences exist? What do you need to help close the gap?
Interestingly enough it's the 20-24 demographic that falls a bit under the other age groups. I have seen a rise in panic and anxiety disorders in this age group that is affecting success and some students get jobs and drop out.
Another factor is the dancers tend not to thrive in the online environment and we've moved our Dance History, Survey, Survey of World, and Choreography classes online because it increases enrollment but drops the success rate. Perhaps support for lower enrolled face to face classes in these subjects as well as online options would help
We try to get those students who are struggling the mental health help they need.

Are there differences in success/retention between on-campus and online courses?
Yes

Please share any best practice methods you use for online courses.
There's a 10% 79% retention online and 89% face to face difference I suspect much of this was due to the massive shift to online during the pandemic. And dancers typically do better face to face. Giving all the support information upfront and before class starts, intrusive communication when students are falling behind, compassion, lots and lots of compassion. And engaging content. Decolonizing syllabi, frequent and consistent communication. And easy course design. Also support for f2f options of some of the core classes that moved online because it increased enrollment might help

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/)

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
It is the rate we use for our SLO's we are always well above that rate but it's the college standard.

What is your stretch goal for course success rates?
1.0%

How did you decide upon the goal?
No stretch goals, can't set goals during survival mode.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
We do great, we always exceed our 70% marker and most of the time we have near 100% success with our outcomes for all of our classes.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?
We are doing great. Our faculty are constantly learning and updating content and delivery.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?
We are doing great. We are constantly adjusting the course schedule to reflect enrollment patterns.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.
We are just trying to hang on to courses we have left. We schedule in blocks so students can take back to back classes of similar levels. We offer night, morning and afternoon classes. We survey students about when they prefer to take these classes. We are very in tune with our students and their enrollment patterns.

How do you work with other departments that require your course(s) for program completion?
We are Multi-Cultural, we have classes that fulfill fitness requirements, and we have classes that fulfill humanities options. We go through the rigorous curriculum process. We work with theatre and music for our Musical Theatre Cert. We have meetings and discuss things in faculty meetings, email, phone calls. We are in constant communication AND Patriceann Mead is the point person on these classes and she makes sure they run smoothly.

Does your discipline offer cross-listed courses?
Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling and SLO assessment?
We work with theatre and music for our Musical Theatre Cert. We have meetings and discuss things in faculty meetings, email, phone calls. We are in constant communication AND Patriceann Mead is the point person on these classes and she makes sure they run smoothly.

Are there curriculum concerns that need to be resolved in your department? What are they?
In the last three years we have has SO many class cuts that every semester we have had adjust the way we offer our classes and pare down our program/certs so students could finish in two years. The 2 year curriculum cycle makes it hard to be nimble enough to react to all the course cuts and our students end up spending longer than 2 years.

Are there courses that should be added or removed from your program - please explain?
Teaching Methods and Production Management should be offered every year they are core/capstone courses. Our World classes need to be valued the same as our Euro-Western offerings. We should have multiple levels of dance technique EVERY semester so our students can train and grow as dancers. YES we should be able to add back most of the classes cut over the last 10 years.

How is the potential need for program/course deactivation addressed by the department?
The district cuts our courses we have to adjust the program then we deactivate those classes. It's brutal and continual.

Are there areas you would like to expand?
Yes, we would like to grow our technique offerings, we would like to collaborate with business and child development, we would like to have 1 year certs that require core classes be offered every year instead of every other year, we would like to bring back ballroom, and flamenco, and folklorico, and, and, and and and and and --

This isn't new information this is the same thing we say on EVERY PRP for the last 10 years. Nothing changes. This document gets filed in some abyss and no one ever follows up.

Describe any data and/or information that you have considered as part of the evaluation of your program.
Yeah, Data. the odds are stacked against us with the data. 10 year of class cuts, it shows a shrinking program but it doesn't show why.

To answer the next two questions, you will need to review your program maps and program information in the 2021-2022 Catalog.

Is the content in the program mapper accurate?
No

What needs to be corrected in the mapper?
That is a job that will take HOURS for us to figure out. HOURS I don't have before this document is due.

Is the content in the catalog accurate?
No

What needs to be corrected in the catalog?
We honestly can't find the 2021-22 catalog online, I've looked, I've asked Cheryl Kearse, who assures us it's there but the website only has the addendum. Not only can't we find it, our students can't find it. It makes advising very difficult.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?
Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?
We are a diverse program our courses and and our faculty are committed to diverse content and discussions around diversity. Come see our performances and you will see our commitment to diversity. Faculty are also de-colonizing syllabi, attending diversity seminars and conferences . . . The sad thing is that the course cuts have been more heavy weighted in our world dance offerings. Hawaiian and Tahitian had to be cut down to .5 units. Middle Eastern dance was cut and deactivated, Flamenco was cut and deactivated, Capoeira has been cut or threatened to be cut for years. Our music director/faculty member who co-taught Afro-Cuban/Brazilian Dance and s downsized to part-time hourly because there couldn't be a two teacher model, and then budget to hire him as part-hourly was was slashed. Latin Social was also affected by this exact thing. The faculty member co-teaching became part-time hourly and then the budget was slashed. 100% of the curriculum in Afro/Cuban-Brazilian and Latin Social are dances of the African and Latin Diaspora. The previous VP of Instruction was committed to removing those two faculty positions before she left. We would like that decision to be reversed for the good of our curriculum.

CAREER AND LABOR MARKET DATA

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI

- LaunchBoard

- LaunchBoard Resource Library

- Chancellor's Office Data Mart

- Career Coach-San Diego Workforce Partnership

- EDD Labor Market Info

- Career One Stop

Do you want more information about or need assistance integrating work-based learning into your program?
No

What is the regional three-year projected occupational growth for your program(s)?
Since covid the data shows a down trend, now that everything is opening up there are MANY jobs for dancers, choreographers and teachers that aren't reflected in the data.

What is being done at the program level to assist students with job placement and workforce preparedness?
We work with our industry partners and all the Palomar Dance alumni like to hire our graduates.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
April 2021. It showed once again that there is a significant need for dancers, teachers, choreographers in the area not reflected by the LMI 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? If so, how would the new or emerging careers impact your future planning?
Dancer, choreographer, dance teacher, director, cruise ship entertainer, theme park worker, HS teacher -- Choreographer has the bright outlook icon by it on the EDD Labor Market. We would like to start two certificates of achievement. Children's Dance specialist ages 2-10 with our Child Development program and Dance Studio Ownership in collaboration with our Business and Entrepreneurial program.

What are the San Diego County/Imperial County Job Openings?
We are in Theme Park Alley -- Sea World, Wild Animal Park, Legoland, Disney, and Knotts Berry farm. We are also a convention hub so the entertainment companies providing events for conventions is huge. Choreograpers, dancers, and there are SO many dance studios in the area looking for qualified teachers. We want to collaborate with our entrepreneurial program and child development to specialize in children's dance teaching AND dance studio ownership.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Instructing — Teaching others how to do something. See more occupations related to this skill.
Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. See more occupations related to this skill.
Speaking — Talking to others to convey information effectively. See more occupations related to this skill.
Coordination — Adjusting actions in relation to others' actions. See more occupations related to this skill.
Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. See more occupations related to this skill.
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Abilities
Gross Body Coordination — The ability to coordinate the movement of your arms, legs, and torso together when the whole body is in motion. See more occupations related to this ability.
Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences. See more occupations related to this ability.
Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity). See more occupations related to this ability.
Oral Expression — The ability to communicate information and ideas in speaking so others will understand. See more occupations related to this ability.
Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. See more occupations related to this ability.
We teach creative and critical problem solving, anatomy, team work, . . .

How does your program help students build these KSA's?
Our classes are in three different categories. Technique teaches body coordination, anatomy, kinesiology, motor movement . . .
Our performance based classes teaches cooperation, etiquette, collaboration and professional work ethic
Our choreography, production management, teaching methods class teaches instructing, active listening . . .
Our history/survey classes oral comprehension, written comprehension, work ethic, . . .

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?
No

How do you engage with the community to keep them apprised of opportunities in your program?
We have annual meetings and our students work in most of the High Schools, Studios, theme parks, entertainment companies in the area and they keep up with us.

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.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description
Survival. Covid hit us hard we are trying to come back

Is this a new or existing goal?
New

How will you complete this goal?
With grit, determination, unpaid overtime, outreach, and hopefully the support of the district.

Outcome(s) expected (qualitative/quantitative)
Survival. and hopefully nominal growth.

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. Which is part of the college and dance mission statement and the entire purpose of guided pathways.

Expected Goal Completion Date
5/28/2026

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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
mfaulkner@palomar.edu