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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
Theatre Arts (TA)

Department Chair email
pmead@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Michael Mufson, Performing Arts Department - Theatre Area FT-Faculty
Chris Sinnott, Performing Arts Department - Theatre Area FT-Faculty

Website address for your discipline
<https://www2.palomar.edu/pages/performingarts/home/theatre-arts-homepage/theatre-arts-degrees/>

Discipline Mission statement

The Palomar Theatre Program provides students with a strong foundation for further growth in academic and professional settings. We cultivate the potential of theatre to make an impact on the lives of practitioners, audiences, and communities. Through our technique classes, academic offerings and season of productions the program emphasizes the power of theatre to transform individuals and society through imagination, empathy, analysis, and action. The program empowers students to follow the discipline of craft while taking risks and developing their own artistic sensibility. Critically-acclaimed productions range from the classical to the experimental, often serving as a focal point for campus-wide dialogue on social issues. The program also emphasizes collaboration with the other disciplines in the Performing Arts Department and colleagues in the Art Department.

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

Our emphasis on empowering students to follow the discipline of craft while taking risks and developing their own artistic sensibility draws upon the student's lived experiences as the examine aspects of human society through the theatre. The discipline of craft develops skills and practices that serve success in all academic disciplines. We collaboratively create cultural experiences that make an impact on lives of practitioners, audiences, and communities. Many of our theatre productions center the voices and experiences of marginalized and racially minoritized populations.

(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 Degree in Theatre Arts

AAT Degree in Theatre Arts

BASIC PROGRAM INFORMATION: 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?

1.6

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

.53

List the classified and other permanent staff positions that support this discipline.

Patron Services Coordinator

Performing Arts Technical Director

Performing Arts Mktng/Prog Coordinator

Technical Theatre Coordinator

List additional hourly staff that support this discipline and/or department

Costume Shop Supervisor 20 hrs/wk?

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 Program Learning Outcomes include both:

1. An Academic/Analytical component, focused in Multicultural Awareness and Currency
 - a. The student will be able to articulate the relationship between a current theatrical production and it's social/cultural /historical context
2. As well as a Practical, Skill-Oriented component, focused in Practice and Technique
 - a. Students will develop and apply foundational techniques in their chosen focus on acting, technical theatre, design or general theatre studies.
 - b. These techniques will form a strong foundation for further growth in academic and professional settings, and praxis through applying these skills to theatre productions.
 - i. The student will demonstrate the ability to contribute skills and techniques to the successful realization of a theatrical production.

How do they align with employer and transfer expectations?

This combination of outcomes prepares our students for further development in academic and professional settings.

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

Our program outcomes are aligned with course level SLOs which are mapped progressively to the program outcomes.

Summarize the major findings of your program outcomes assessments.

Students who complete our program of classes consistently demonstrate skills and abilities in all three outcome areas.

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.

Communication A Written communication: Students in all our courses engage in written analysis of theatre productions as well as personal reflection. Courses also include a range of creative writing, research, and literary analysis.

Critical A Critical thinking: Theatre reflects society in all its aspects. As such, our students are called upon to critically examine their own assumptions and positionalities in relation to the theatrical world depicted by the playwright. Many of our courses involve the creation of original theatre expressions which examine the contemporary world through multiple lenses and perspectives.

Critical C Teamwork: Collaboration and teamwork are at the core of Theatre Arts. Our classes involve collaborative projects in which the students engage in collective creation and expression. Our theatre productions are the pinnacle of teamwork and collaboration.

Community A Intercultural knowledge: The plays that we study across our courses and productions expose our students to the lived experiences, history, social structures and aesthetics of many cultures.

Community B Ethical awareness: The essential material of theatre art is human behavior. Characters are thrust into personal, social and political conflicts that frequently revolve around ethical choices. The nodal moments of character choice compel us to ask ourselves what choice we would make in the given situation. These moments lead to fruitful discussion to examine the complexity of human behavior.

Community C Civic knowledge and engagement: Many of our theatre production engage in topics of urgent relevance to our community. We consistently reach out to community organizations as dialogue partners for these projects.

GE Foundational Knowledge of Discipline: All our courses contribute to the foundational knowledge of the discipline.

GE Integrative Learning GE Outcome: As the art of theatre reflects society and human behavior in all it's aspects, our students are required to examine many kinds of knowledge to successfully prepare and analyze works of theatre. Psychology, history and sociology are a few examples. We frequently use our theatre productions to create opportunities for interdisciplinary engagement and integrative learning. Our production, It's Monumental: Ending the Silence was the most successful example of this with participation from many disciplines.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

We have fallen behind in many of our SLO assessments. One of our faculty has limited computer/screen hours due to a chronic medical condition. We put tremendous effort into the excellence of our theatre productions and outreach to the campus and community. During the quarantine period of the last 18 months, these efforts, to teach and create live theatre involved far more time, effort and innovation than previously experienced.

Furthermore, most of our outcomes are qualitative in nature and, therefore, difficult to document and assess. Our students are very engaged; we observe them closely and give a lot of personal attention. As detailed in the answer to the previous question, our activities and processes support the GE/ILOs in some very specific ways. As we guide students through our classes and productions, we can observe the impact and growth in all of these areas.

If more specific and detailed data is required, we will have to put considerable effort in creating authentic mechanisms to capture and document our observations.

PROGRAM COMPLETIONS

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?

We have recently revised our AA degree to eliminate deactivated classes and streamline the students' emphasis options. We need to improve our recruiting practices and establish relationships with theatre programs in local high schools. Prior to the pandemic we were implementing regular student surveys to determine active majors and identify their obstacles to completion. Many of our students complete the GE Degree in Liberal Studies, but there is no documentation or recognition of these students.

What is your program standard for program completion?

5

Why did you choose this standard?

We are a small and specialized program. Based on our past completion rate, this seems a reasonable standard.

What is your stretch goal for program completion?

8

How did you decide upon your stretch goal?

As we return to face-to-face classes, our streamlining of the AAT, surveys of current students and outreach to local high schools has the potential to yield several more 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.

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Arts Degree 1 1 1 4 2 2

Associate in Arts Degree for Transfer 1 2 2 1 2

AA/AS Total 2 1 3 6 3 4

Certificate

Certificate of Achievement 3 1

Certificate Total 3 1

Grand Total 2 4 4 6 3 4

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

Increased

What factors have influenced your completion trends?

Our completion numbers rose to a peak in 2018-19 and dropped slightly since then. Several of our classes required for completion of the AA degree and the AAT degree have not been offered due to the administration's approach to enrollment management. When a class is canceled once due to low enrollment, those FTES are taken away from our future schedule, making it very difficult to sustain a coherent program. We have just revised the AA degree to eliminate classes that have been deactivated and are working to implement the desired rotation of classes to facilitate completions. But, when a required class is canceled, it throws off the entire rotation .

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.

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.

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.

These trends are the predicable result of the regime of class cancellations and cutting.

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.

We continue to produce quality, innovative, meaningful theatre production. These are the centerpiece of our program. They provide production analysis opportunities for all our classes and practical experiences for our student body. Even throughout the pandemic we managed to thrive and invent new forms of live, theatrical storytelling with all of our actors and technicians contributing remotely via Zoom. The tireless work and dedication of our faculty and staff have been the greatest contributing factor.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

The constant shrinking of our allotment of FTEF is devastating our program. We have all but eliminated elective classes from our schedule and during the quarantine our sections of TA 115 Acting One were reduced to one per semester. We are very concerned that we will not be given the resources to regrow our program when the pandemic is over and we return to full time face-to-face classes.

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

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?

80.0%

Why did you choose this standard?

While this is above the school standard, the nature of our discipline produces very engaged students in a welcoming and affirming classroom environment. We have consistently met or exceeded this goal.

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.

With some slight variations we expected to maintain high success rates. There was a significant drop in the Spring of 2021, which we think can be attributed to pandemic fatigue.

What is your stretch goal for course success rates?

90.0%

How did you decide upon the goal?

This represents a demanding stretch goal. We have been consistently in the high 80's and reached 94 in the Spring of 2019

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.

We have always had high retention rates, in the mid to high 90s.

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

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

N/A

Please share any best practice methods you use for online courses.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Students in our technique and production classes consistently acquire and utilize the foundational skills of theatre making cumulatively as they progress through the program. Our approach to TA 100 Introduction to Theatre underwent a series of major revisions to become more project oriented and interactive with a focus on equity and Multicultural content. Through out the revision process, we assessed yearly until we were satisfied with the outcomes. Shortly thereafter, we were officially approved for the Multicultural requirement. We developed a new set of outcomes to reflect the criteria of the multicultural requirement, but have not yet implemented these changes.

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 have been implementing a holistic approach to outcome assessment due to the nature of our craft and discipline. This is the only way to capture an authentic "over-arching" outcome of the creative process. We have recently realized that this approach is very useful for our technique and production classes, but our TA 100 class would benefit from a more stratified approach. We are in the process of redesigning our TA 100 outcomes to gain more specific insights.

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 very curious to discover the efficacy of our multicultural emphasis combined with our project-oriented pedagogy and are looking forward to writing and assessing a new set of outcomes through this lens.

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.

Our classes have been scheduled and rotated to ensure that students can complete in a limited time frame. However, cancellation of classes due to marginal enrollment has disrupted our rotation cycle. We recently streamlined our AA and AA-T degrees to make planning and completion more successful.

How do you work with other departments that require your course(s) for program completion?

NA

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

Are there courses that should be added or removed from your program - please explain?

How is the potential need for program/course deactivation addressed by the department?

We recently decided to deactivate our Technical Theatre Certificate due to the aforementioned class cancellation problem. We will now focus primarily on our AA-T degree.

Are there areas you would like to expand?

Describe any data and/or information that you have considered as part of the evaluation of your program.

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?

Yes

Is the content in the catalog accurate?

No

What needs to be corrected in the catalog?

Remove - TA 160 Stage Direction. Remove- Performing Arts Department - Technical Theatre - A.A. Degree Major or Certificate of Achievement (18 units or more). Remove - Performing Arts Department - Technical Theatre - Certificate of Achievement (18 units or more)

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?

It is deeply infused in our curriculum already.

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? If so, how would the new or emerging careers impact your future planning?

A range of careers related to the entertainment industry, non-profit theatre and arts, teaching and management

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

Knowledge: English Language, Education and Training, Communications and Media, Psychology, Computers and Electronics, Fine Arts, Design, Computers and Electronics, Building and Construction, Sociology and Anthropology

Skills: Active Listening, Instructing, Reading Comprehension, Speaking, Active Learning, Critical Thinking, Social Perceptiveness

Abilities: Oral Comprehension, Oral Expression, Speech Clarity, Written Expression, Fluency of Ideas, Visualization, Originality, Problem Sensitivity, Memorization

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

Reviewing the list above, most of the KSA are thoroughly experienced across our curriculum. Several of the items fall within allied disciplines such as psychology and sociology, which are covered by GE requirements and electives.

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?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

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

Community engagement is a large part of our mission and activities. Our theatre productions provide ongoing engagement with the community at large. We frequently produce works that are of relevance to specific communities and we do our best to reach out for resource sharing and partnership.

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

Reorganize our degrees and certificates and align our rotation of course offerings to facilitate completions.

Is this a new or existing goal?

New

How will you complete this goal?

1. Revise AA degree to eliminate inactive courses.
2. Work with Dean to support rotation of classes and maintain low enrolled, required classes when in the proper rotation.
3. Adjust course schedule to ensure that required classes do not conflict with each other.
4. Revive certificate in Technical Theatre when completion is possible

Outcome(s) expected (qualitative/quantitative)

Streamlined programs and pathways
Increase in completions

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

This goal is focused on student success and completion.

Expected Goal Completion Date

5/26/2023

Goal 2

Brief Description

Revise and implement SLOs for TA 100 (Introduction to Theatre) to assess multicultural dimensions if the course

Is this a new or existing goal?

New

How will you complete this goal?

Meet with faculty to devise SLOs
Submit COR changes to curriculum process
Develop assessment instruments
Assess all sections of TA 100

Outcome(s) expected (qualitative/quantitative)

Improved assessment of multicultural aspects of TA 100
Clear actions to improve the curriculum/pedagogy to truly reflect critical multicultural consciousness and equity

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

As the foundational course for our discipline, this goal will infuse equity, diversity and critical multicultural consciousness throughout our program, consistent with the goals and values of the college and our program.

Expected Goal Completion Date

5/19/2023

Goal 3**Brief Description**

Increase FTEF allocations to our regular class schedule

Is this a new or existing goal?

New

How will you complete this goal?

Beg the administration of the college to recognize the value of our program beyond the efficiency paradigm and restore our ability of the offer necessary number of courses and sections to revitalize our shrinking program.

Outcome(s) expected (qualitative/quantitative)

Increased offerings of feeder classes and adequate offering of intermediate level classes that students need to complete the program.

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

Serving students and community!!!

Expected Goal Completion Date

5/19/2023

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.

mmufson@palomar.edu