# 2022-23 Instructional Program Review and Planning

## 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**

2022-23

**Are you completing a comprehensive or annual PRP?**

Comprehensive

**Division Name**

Arts, Media and Business Administration

**Department Name**

Performing Arts

*Choose your department. If you don't see it, you may add it by typing it in the box.*

**Discipline Name**

Theatre Arts (TA)

*Choose your discipline. If you don't see it, you may add it by typing it in the box.*

**Department Chair Name**

Patriceann Mead

**Department Chair email**

pmead@palomar.edu

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

Michael Mufson

**Website address for your discipline**

https://www.palomar.edu/performingarts/home/theatre-arts-homepage/theatre-arts-degrees/

**Discipline Mission statement**

The Palomar Theatre Arts Program cultivates 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.**

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.

*Link: Vision, Mission, and Values*

**(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  ○ No

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

**List all degrees and certificates offered within this discipline.**

AA Degree in Theatre Arts
AA-T Degree in Theatre Arts

*AA, AS, ADT, Certificates, etc.*

**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 links shown in red.

**Enter the number of permanent or full-time faculty support your discipline (program)?**

```
2
```

*Enter a number.*

*Link: [Permanent Faculty and Staff Count](#)*

| **For this past fall semester, what was your Full-time FTEF assigned to teach classes?** | **For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)** |
|---|---|
| 189.55 | 276.83 |

*Link: **FTEF Data*** *Link: **FTEF Data***

**List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.**

```
Patron Services Coordinator
Performing Arts Technical Director
PerfrmingArts Mrktng/ProgCoordinator
Technical Theatre Coordinator (currently vacant)
```

*Link: [Permanent Faculty and Staff Count](#)*

**List additional hourly staff that support this discipline and/or department. Include weekly hours.**

```
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. 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? Please explain.**

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 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/ILOsducation/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

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:* **Program Completions**

**Access the link above titled "Progam Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Associate in Arts Degree | | 1 | 1 | 4 | 2 | 2 | 3 |
| Associate in Arts Degree for Transfer | | | 2 | 2 | 1 | 2 | 1 |
| AA/AS Total | 1 | 3 | 6 | 3 | 4 | 4 | |

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**
⊙ Increased  ○ Stayed the same  ○ Decreased
*Choose one*

**What factors have influenced your completion trends?**

We have made a concerted effort to track and follow-up with students enrolled in our classes who identify as Theatre Majors and to adjust our rotation of classes to make sure students are getting the courses they need to complete a degree.

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

**Do you have programs with 7 or fewer completions in the last 5 years?**
○ Yes  ◉ No

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 the NUMBER of program completions?**

4

*Enter the number of completions per academic year.*

**Why did you choose this standard?**

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

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 completions?**

6

**How did you decide upon your stretch goal?**

As we rebuild our program with the revival of  face-to-face classes in the pandemic wind-down, our streamlining of the AAT and AA degrees and surveys of current students and outreach to local high schools has the potential to yield several more completions.

# 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 opening the link titled "Program Enrollment Trends" below.

*Link: [Program Enrollment Trends](#)*

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

**Have your efficiency (e.g. WSCH/FTEF, Fillrates/FTET) trends increased, decreased, or stayed the same for your discipline over the past five years?  (Check box)**
○ Increased  ○ Stayed the same  ⊙ Decreased

**Were these trends expected? Please explain.**

Enrollment and efficiency have been strongly affected by the pandemic.  Live theatre is not ideal for distance education and the enrollment for face-to-face theatre classes is slowly recovering.  During the height of the pandemic our sections of acting one were reduced from two sections per semester to one section per semester.  This has negatively impacted enrollment in the Acting Two, Three, Four classes. The caps on these classes were reduced to accommodate social distancing. We have had to reduce the cast sizes of our theatre productions to adjust to the smaller pool of acting students and some reluctance to participate while the transmission of covid-19 variants remains a concern.

*Please use wsch/ftef and fill-rate.*

# 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 meaningful, relevant theatre productions that offer opportunities for students to develop technique, critical thinking and engagement with community and other disciplines.  Attention to cultivating completions by surveying students in current classes and following up with them is beginning to yield positive results. The tireless work and dedication of our support staff has been the a significant factor in our success.

**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 as we adjust to the new conditions of the pandemic wind-down.  One of our two full-time faculty is facing medical challenges that has resulted in frequent absences that disrupt the students' progress and creates extra, uncompensated work for faculty and department chair.  The poor quality of instruction resulting from this situation has diminished student enthusiasm and participation. We are also challenged by several unfilled department staff positions - Production Manager and Technical Theatre Coordinator.  The remaining staff and faculty are challenged by the demands of additional duties to make up for the lack of these positions. We are all working to the very edge of our capacitites.

# 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 goals focus on eliminating equity gaps and increasing timely completions.  Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

*The College's institutional standard for course success rate is 70%.To access college success rates. Click*

*on the link below.*

*Link:*

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

**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?**
○ Increased  ○ Stayed the same  ⊙ Decreased

**Was this expected? Please explain.**

Our success rate peaked in 2017 at 86% and has fallen to 80% which is still meets our target. This is expected due to the difficult emotional and financial conditions faced by students right now.  Faculty health struggles and repeated absences may also be a contributing factor.

**What is your stretch goal for course success rates?**

85.0%

**How did you decide upon the goal?**

This goal would return us to pre-pandemic levels.

**Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?**
○ Increased  ⊙ Stayed the same  ○ Decreased

**Was this expected? Please explain.**

Yes.  We have a very high retention rate of 97%,

**Are there differences in success or retention rates in the following groups? (choose all that apply)**
☐ When or where (time of day, term, location)        ☐ Gender

☑ Age                                                                          ☑ Ethnicity

☐ Special Pop. (Veteran, foster youth, etc.)

**Age: Why do you think age differences exist? What do you need to help close the gap?**

The success rate for students 25-49 is troublingly low (40%). We have no idea why, but this certainly requires further investigation.

**Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?**

Our success rate for Hispanic students is at 71% slightly above the Institutional Set Standard, but significantly lower than other demographics listed in our discipline.  Our curriculum is attentive to representing  Latinx voices and viewpoints but we could benefit from greater instructor awareness and one-on-one support of Latinx students.

**Are there differences in success/retention between on-campus and online courses?**
⊙ Yes  ○ No  ○ N/A

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

The  on-line classes are taught by the FT faculty who is currently on medical leave.  His medical condition limits his screen-time which makes it very difficult to manage on-line courses.

# COURSE STUDENT LEARNING OUTCOMES (SLOs)

**Summarize the major findings of your course level student learning outcomes assessments.**
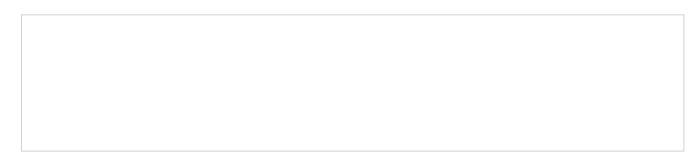
Students in our technique and production classes consistently acquire and utilize the foundational skills of theatre
making cumulatively as they progress through the program. Our approach to assessing outcomes for TA 100 has been evolving. We have been using holistic assessment approach which attends to the integration of 6 outcomes. We have found this approach difficult and unwieldy to assess. This fall semester we launched a course review with 2 simplified SLO that we anticipate will yield more functional assessments.  Never-the-less, students in TA 100 all participate effectively in collaborations and develop various levels of competency at using the tools and vocabulary of theatre to communicate how plays and performances uniquely reflect society and pose questions that illuminate the human condition with particular attention to the issues of race, class, gender, and ethnicity - the foci of our two new SLOs.  We are looking forward to assessing these outcomes more directly.

*Course level SLOs can be accessed through Nuventive Improve*

**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?**

**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?**

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**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed in the last three years.**
○ Yes  ⦿ No

**If you answered no, please explain.**

Classes taught by a FT faculty struggling with medical issues which limit screen and computer time have not been assessed due to those specified limitation.

# 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?**
○ Yes  ⦿ 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 have recently deactivated courses that have we have not been able to offer due to declining FTEF allotments and efficiency concerns and we have streamlined our degrees

**Are there areas you would like to expand?**

We hope to be able to offer more sections of Acting One, which will improve the pool of acting students for Acting Two etc. and Rehearsal & Performance classes.  We also hope to offer some of the technique electives such as Voice and Speech and Improvisational theatre, which offer key skills for the success of our students. These classes are still active, but have not been offered for several years due to limits on our FTEF allocations.

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

*Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance*

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

**Is the content in the program mapper accurate?**
⊙ Yes   ○ No

**Is the content in the catalog accurate?**
⊙ Yes  ○ No

**Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?**
⊙ Yes  ○ No

**If yes, describe your efforts. If no, what type of training or help do you need to do this work?**

We have actively engaged in decolonizing the syllabus activities. DEIAA mindset is at the core of our philosophy and has been directly embedded on our SLOs.

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

# 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 O\*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?**

Communications Teachers, Postsecondary
English Language and Literature Teachers, Postsecondary
Set and Exhibit Designers
Sound Engineering Technicians
Computer and Information Research Scientists
Lighting Technicians
Managers, All Other
Art, Drama, and Music Teachers, Postsecondary
Secondary School Teachers, Except Special and Career/Technical Education
Self-Enrichment Teachers
Actors
Producers and Directors
Audio and Video Technicians
Ushers, Lobby Attendants, and Ticket Takers
Audiovisual Equipment Installers and Repairers
Laborers and Freight, Stock, and Material Movers, Hand
Command and Control Center Specialists
Riggers
Chief Executives

*Link: https://www.onetonline.org/*

**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-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?**
○ Yes  ⊙ No

**Do you want more information about or need assistance integrating work-based learning into your program?**
○ Yes  ⊙ 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.

*For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e.Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits.*

# PROGRAM GOALS

## Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP

goals.

# Prior PRP Goals

## Goal 1

### Brief Description

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

### Goal Status
○ Completed  ⊙ Ongoing  ○ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

Having just simplified our offerings to the two AA degrees, we will see in the upcoming semesters if this strategy has been effective.

## Goal 2

### Brief Description

Revise and implement SLOs for TA 100 to shift from the holistic approach to a more measurable approach

### Goal Status
○ Completed  ⊙ Ongoing  ○ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.**

## Goal 3

### Brief Description

Increase FTEF allocations to our regular class schedule

### Goal Status
○ Completed  ⊙ Ongoing  ○ No longer a goal

**Add any comments related to your work on prior goal (e.g., success, challenges, reasons for**

**eliminating a goal). Describe Outcomes, if any.**

We rely in the vision of administrators who control these decisions.

**The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes.  Review the VfS goals and reflect on how your unit supports these outcomes.  Identify one strategy your unit will implement to help the college meet these outcomes.**

VfS Goal 1: Completion - We are actively working with students to identify their goals needs and obstacles related to completion. Goal 2: Transfer - We are actively working with students to identify their goals needs and obstacles related to transfer. Goal 5: Equity - We actively engage the community with theatre and art that highlights issues of representation, social justice, antiracism and equity.

*Click here to access the Strategic Plan 2022.*

**Describe any changes to your goals or three-year plan as a result of this annual update.**

In the previous sections of this PRP, 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.

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

# Establishing New Goals and Strategies for the Next Three Years

## Goal 1

**Brief Description**

**How will you complete this goal? Include Strategies and Timeline for Implementation.**

**Outcome(s) expected (qualitative/quantitative)**

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**How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?**

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**Expected Goal Completion Date**

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# 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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Strategic Plan 2022.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of

resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

# PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

**Are you requestiong additional full-time faculty?**
○ Yes  ⊙ No

**Are you requesting AA, CAST for Classified Staff?**
○ Yes  ⊙ 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?**
○ Yes  ⊙ No

# PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

# PART 3:  TECHNOLOGY NEEDS

**Will you be requesting any technology (hardware/software) this upcoming year?**
○ Yes  ⊙ No

# PART 4: FACILITIES REQUESTS

**Do you have resource needs that require physical space or modification to physical space?**
○ Yes  ⊙ No
*Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a $75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.*

# 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?**
○ Yes  ⊙ No

☑ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

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