

Comprehensive Program Review Report



Program Review - Drama

Program Summary

2023-2024

Prepared by: James McDonnell, Chris Mangels, Nick Terry, Kournie Haney

What are the strengths of your area?: 1. Resource efficiency is very high in the Drama Program - with an FETF which remains very high with only 2 full-time instructors and one class taught by an adjunct. The FTES/FTEF ratio increased in every class and is at a high. In addition, our "seats filled at census" remained consistent at 78% as did the overall success rate remaining at 73.3%.

2. The Program has two AA – (acting and technical theatre) and one AA – T. There has been a modest increase in the number of declared students for both AAs and the AA-T. There is also an overall increase in the number of declared majors. Last year, we held workshops, mentoring sessions and group discussions facilitated through our student leaders in the Theatre's Student Club, ArtCo, and we believe that this has led to the increase. We plan on continuing to offer these advising/mentoring/looking forward opportunities for our students to continue the increase.

3. Transfer/Graduation of students from our Drama Program to BFA/BA training programs continued and increased by one student this past year. This past year our students went to public and private colleges/universities throughout CA - most notably to audition only BFA programs at CSU-Fullerton, CSU Fresno, and private institutions.

4. Success rates for the department remain higher (73.3%) than for the overall district (71.84%), and the department rate has remained consistent from the previous year. This could mean that some of the changes that the department has made are helping to steady the success rates and hopefully move them towards an increase. The overall success rate shows a small increase in African-American, Asian, Hispanic, Filipino populations with a small decrease in the White population. All the highest populated groups' success rates are relatively close the overall success rate of 73% apart from the African-American demographic which remains low at 64%. There has been an increase from the previous year, but this is significantly lower than the success rates for the other highest ethnic groups. Looking back over a 5-year period, the success rates for this race/ethnic group has been in the 60 percent and has consistently been the lowest percentage success rate for the groups. The department success rate for the African-American demographic is consistent with the overall district, so this must be a challenge that other divisions/departments on campus (possibly at the state level) are discussing. The department is looking for ideas and reaching out to sources for support to increase the success rate for the race/ethnic group.

The success rates for gender groups also remain consistent with the overall success rate of 73% - female identifying and male identifying students succeed at about a 73% success rate. Since the goal for the department is to raise the overall success rate for all students, the hope is that as success rates climb, they will increase proportionately for all gender groups at the same frequency.

The ideas for increasing success rates remain the same as the previous year and the department has increased the face-to-face class offerings this academic year for the highest enrolled sections (CINA 031, 032, and DRAM 001) because the f2f offerings have had a higher success rate in previous years.

What is being done to increase success rates for our most popular and highest enrolled GE classes (DRAM 001, CINA 031, 032)? Last year, the instructors identified a lack of face-to-face attendance for students enrolled in f2f classes. There was a strong effort to hold students to attendance for face-to-face classes and the success rates in those classes has increased. The increase could be a result of this effort. The instructors are continuing to offer Zoom sessions for online students and the number of Zoom sessions has increased to support students in those classes – increase in the days/times of those sessions including non-traditional days/times on the weekend and in evenings.

This year, there is an increase in the number of face-to-face sections offered to accommodate students that want to enroll in

these popular classes but may have added the online section because that is where the available space was located. The new class offerings have been set on days and times during the highest demand slots and just in the Fall semester alone, there is a dramatic increase in the number students taking those classes f2f.

The other classes in the department have increased or remained the same with very high success rates – in most cases significantly higher than the overall average for the district. An example of a success in increasing success rates for a class is DRAM 002. This is the most populated majors' class (with some GE students as the class fits in the CalGETC transfer), has a success rate over 92% which is an increase of 3% over last year and almost 10% over the year before. The DRAM 002 success rate has climbed back to what it was pre-pandemic.

Last year, the majors' class that saw a drop in success was DRAM 012. The instructor identified the decrease in success rates being due to non-participating students past the drop date. As a measure to positively impact the success rates for this class, the instructor identified low participating students and work to support them through to completion. While the success rates have not increased in any appreciable way, they have remained steady and additional efforts are being initiated to increase this success rate for this academic year.

Retention rates for the department remain higher than the district average, with a lower percentage of drops. The withdrawal rate, while lower than that of the district, also lowered by a percentage point from the previous year.

All in all, while the success rates and retention rates are consistent or higher than the District, the department is continuing to work on increasing success and lessening withdrawal rates.

5. The productivity of the department continues to grow each year without any new additions to the staff – full time, or part-time. Our FTEF increased but the FTES increased heavily from last year and the current semester is quite robust so the department hopes to continue to see the FTES increase at a rate consistent with the overall growth of the district. A lot of momentum and positive impact was lost during the immediate switch to remote learning and it shows in our numbers. Last year was a huge year of rebuilding and in some cases, starting all over again. Hopefully, there is enrollment in some areas and the ability to produce shows which is an important recruitment tool and PLO and SLO assessment of learning.

6. There was an increase in student enrollment in the productions from the previous year and a dramatic increase in audience/community attendance over the previous year. The department has seen this result in a further increase in student enrollment this semester and hopefully it will keep community interest levels high as well, especially considering that the department must fully fund productions from ticket sales. This economic reality lead to the department's decision to choose several production titles from well-known, popular audience favorites to have a financially successful season.

What improvements are needed?: 1. Equipment that allows increases in classroom and production productivity while increasing student training.

2. Increase student opportunity for training, assessment and scholarships - KCACTF participation

3. Organization – cleanup and clearing – of storage to optimize the space, accommodate the new equipment, and increase efficiency.

Describe any external opportunities or challenges.: No new challenges at this time. We are continuing to produce fully realized and attended indoor productions for the students and patrons of our community.

Overall SLO Achievement: We began offering our most popular classes in the Summer '20 session. We have now been offering them in this modality for the past 3 years. Last year was the first year that we were able to offer both face-to-face and online sections and we looked at SLO achievement for our classes and separated the data for the different modalities. We found student success in both modalities. Although, in measuring SLO achievement, the success rates are higher for both than the course success rates. SLO achievement success rates only measure student abilities for a few assignments whereas overall course success rates measure a student's ability to stay involved for the entirety of the course. We need to translate a student's ability on individual assignments to an overall increase in success for our GE Humanities course offerings.

Changes Based on SLO Achievement: The department continues to keep diversity and inclusion at the forefront of its curriculum conversations and incorporating literature and assignments that support equity and inclusion as part of classwork investigation is important.

Overall PLO Achievement: Last year's ability to offer our productions in face-to-face formats as well as virtual meant that we were able to receive some more "usual" feedback for assessment. The department uses the productions as a capstone project measurement for majors/completers and the previous year we only had online productions with which to measure PLOs.

Changes Based on PLO Achievement: We have made no changes to our PLOs this cycle.

Outcome cycle evaluation: The cycle works, but we have moved some assessment conversations/dialogues to meet the new reality that our department has online and hybrid class offerings. In the past we only offered our classes in the face-to-face format. We are now having more frequent conversations about our class achievements based on modality because it is very new

and we are seeing some trends/needs arising that are new/different than in the past.

Action: 2023-2024, Increase student tech training

Purchase a new light board to give students direct experience with industry grade equipment

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Course Level SLOs

DRAMA 15 - #3 - Design Given lighting instruments, students will be able to demonstrate an understanding of style, color, texture, angle of light and mood as it relates to theatrical lighting.

DRAMA 16 - #2 - Design Given a performance piece (i.e. play, music, dance etc.), students will be able to apply the methods of creating images with stage lighting.

Person(s) Responsible (Name and Position): James McDonnell

Rationale (With supporting data): • To keep up with current industry standards with particular focus on modern light board/console(s) and moving head/motion lighting instruments.

- We need to keep current with equipment in order to provide the best experience for our audiences watching events as well as provide flexibility in filling "client" needs
- Student Training: Updated equipment allows us to train our students on modern industry standards and equipment. Currently, training involves practical experiences only with dated equipment that is generally used in smaller venues while we are only able to provide exposure to modern equipment in a demonstrational/theoretical way.
- Will drastically cut down on time needed to "prep" lighting for events

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - Purchase an ETC Ion XE 20 light board to teach our student using current industry standards with particular focus on modern light board/console(s) and moving head/motion lighting instruments. (Active)

Why is this resource required for this action?: Student Training: Updated equipment allows us to train our students on modern industry standards and equipment. Currently, training involves practical experiences new lighting equipment but with an old light board/console. To more fully use the capability of our new intelligent lights, we need a new board. Our current board is 15 years old and has been discontinued and is no longer supported by any tech company. ETC boards are industry standard and are used extensively in both education (colleges) and professionally (Broadway, touring, etc.).

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 17000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2023-2024 Continue to provide opportunities for students in production

Provide funding that is needed to provide the raw materials needed for the construction of sets, costumes, props for 4+ productions per year. A budget augmentation is needed due to the drastic increase in the cost of materials for building sets, costumes, and

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props.

Leave Blank:

Implementation Timeline: 2022 - 2023, 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes: DRAMA AA – Technical Theatre PLOs

Analysis

The student will critically analyze the technical component(s) of a publicly produced production.

Synthesis

The student will synthesize implementation of physical, visual, and/or aural elements within a production in front of an audience.

DRAM 014 - SLOs

DRAMA 14 - #1- Construction Given raw materials (wood, steel, etc.), students will be able to construct a piece of scenery (flat, wagon, platform, etc.) for a theatrical production at a level that is consistent with the theatrical industry standards.

DRAMA 14 - #2 - Properties Given a play, students will be able to collect and/or construct props that fulfill the needs of the production at a level that is consistent with the theatrical industry standards as directed by the set designer/technical director.

DRAM 012 -SLO

DRAM 12 #4 Given various closures and seams, students will be able to demonstrate construction skills in hand and machine sewing by producing a sewing samples collection.

Person(s) Responsible (Name and Position): James McDonnell

Rationale (With supporting data): Increased funding is needed to the instructional and non-instructional supply budgets to be able to purchase necessary raw materials used in the building of sets, costumes, and props for 4 fully staged productions publicly produced each year.

The cost of lumber, fabrics, fasteners, metal, and notions have more than doubled in the past two years bringing the cost of simple items such as sheets of lumber and yards of poly blend to increase from \$27 per sheet to \$54 and \$12.99 per yard to over \$25 per yard.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2023 - 2024

09/14/2023

Status: Continue Action Next Year

The resource request for this action item, a budget augmentation increase, was not funded and the action is being continued this year

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Adjustment to Base Budget - Increased funding is needed to the instructional and non-instructional supply budgets to be able to purchase necessary raw materials used in the building of sets, costumes, and props for 4 fully staged productions publicly produced each year. (Active)

Why is this resource required for this action?: The cost of lumber, fabrics, fasteners, metal, and notions have more than doubled in the past two years bringing the cost of simple items such as sheets of lumber and yards of poly blend to increase from \$27 per sheet to \$54 and \$12.99 per yard to over \$25 per yard.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 2000

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Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2023-2024 Increase student opportunity for training, assessment and scholarships - KCACTF participation

Secure funding for Program involvement in KCACTF to provide production participation in collegiate competition.

Leave Blank: Continued Action

Implementation Timeline: 2019 - 2020, 2020 - 2021, 2022 - 2023, 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Four Drama Program Level Learning Outcomes and several courses' Course Level Learning Outcomes necessitate evaluation in a public performance. Fundamental to the assessment of these outcomes involves feedback and influence from the audience. These audience members, however, need to be shrewd and evaluate from a set of established criteria. The KCACTF organization sends such shrewd audience members (professors from college's throughout CA) to attend public performances of shows to provide informed responses to student work (and only student work). This level of external feedback is integral to our Program Level Learning Outcomes assessments and many of our Course Level Learning Outcomes too.

Person(s) Responsible (Name and Position): Chris Mangels, Theatre Department faculty

Rationale (With supporting data): 1. Four out of six Program Level Learning Outcomes are dependent on assessments connected to student work in public performance.

2. Six of the Program's most important courses have Learning Outcomes directly tied to student work in public performance.

3. Eleven additional Program courses have Learning Outcomes based on criticism of work in public performance and the KCACTF respondents deliver an oral criticism after a public performance of a Drama Program show and it is attended by all students involved in the production. Attendance by students in this response can positively support student understanding of criticism and evaluation of public performance.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2023 - 2024

09/14/2023

Status: Continue Action Next Year

This is an on-going need and the COS Foundation has met this need, but it needs to become a line budget line item for the district since it is the most effective way for the program to measure its PLO's.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2022 - 2023

10/03/2022

Status: Continue Action Next Year

This is an on-going need and the COS Foundation has met this need, but it needs to become a line budget line item for the district since it is the most effective way for the program to measure its PLO's.

Impact on District Objectives/Unit Outcomes (Not Required):

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Adjustment to Base Budget - Funds to provide the transport of Program student actors, technicians, crew-members, sets, costumes, and lighting/sound equipment to participate in Regional competition. (Active)

Why is this resource required for this action?: Productions require sets, costumes, and lighting to support the acting. Productions need to be viewed by a wide variety of audience members from a variety of backgrounds and expectations. Thereby, taking our college production and presenting it to an audience outside of the Central Valley provides the Department the opportunity to assess the effectiveness of the Program to a wider audience base.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 10000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2015-2018

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 4.2 -Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2022 - 2023 Increased safety in theatre classroom

Implement safety stanchions on posts and safety wall mounted barriers for proscenium, alcoves, and 4 doors to the stage to ensure safety when the stage pit is in any position other than stage level.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Program Learning Outcome (PLO) AA-T Drama, AA – Technical Theatre

Context: The student will apply historical context to a technical aspect of a production.

Capstone Assignment/Project: The identified students will construct a prop/set piece, or a costume/accessory piece, or lighting hang/focus/cue for a period play.

Student Learning Outcome (SLO) connected to set construction

DRAMA 13 - #3 - Construction - Given a production, students will be able to practice and participate in the technical production process of a theatrical performance functioning either on a build or running crew on an introductory level.

DRAMA 13 - #4 - Application and Installation - Given finished scenery pieces, students will be able to assemble and arrange completed scenic elements for installation of a designed set for theatrical use on an introductory level.

DRAMA 14 - #1- Construction Given raw materials (wood, steel, etc.), students will be able to construct a piece of scenery (flat, wagon, platform, etc.) for a theatrical production at a level that is consistent with the theatrical industry standards.

Person(s) Responsible (Name and Position): James McDonnell

Rationale (With supporting data): There are other times when drapes/curtains, walls, or heavy set pieces are being moved on and around the stage by students, and they cannot always see where they are going. To facilitate the absolute need for safety, we rely on students or staff delegated to be "safety eyes." This is a lot of pressure on students and added stress to staff while

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still facilitating the jobs that must be done. This also slows down progress being made by taking up to 4 people out of the workforce to watch doors and entryways, adding additional stress to the project timeline.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: When the pit is in any position other than stage level there is a drop of at least four feet up to twenty-five feet and without barriers there is potential for harm.

Update on Action

Updates

Update Year: 2023 - 2024

09/15/2023

Status: Action Completed

The resource request was funded through the above-base process and items were purchased at the end of the Spring '23 semester and are being used at the current time.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Non-Instructional - Purchase:

- Tensabarrier Belt wall clips
- Wall mounted belts that say "do not enter" in caution yellow and black
- 13' posted belts that say "danger to not cross" in caution yellow and black
- 7'6" posted belts that say "danger to not cross" in caution yellow and black
- additional safety items (Active)

Why is this resource required for this action?: Currently, there are no safety barriers other than "safety eyes" and blockades of chairs when the stage pit is not at floor height and professional barriers would provide immediate, distance, and uncompromised safety when the pit is down at any level

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 4000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: 2022-2023 Increase safety in scene shop and scenic construction

Install safety upgrades to existing equipment and replace older equipment with new models that utilize features that ensure safe use for all.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: SLOs

DRAMA 13 - #4 - Application and Installation Given finished scenery pieces, students will be able to assemble and arrange completed scenic elements for installation of a designed set for theatrical use on an introductory level.

DRAMA 14 - #1- Construction Given raw materials (wood, steel, etc.), students will be able to construct a piece of scenery (flat,

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wagon, platform, etc.) for a theatrical production at a level that is consistent with the theatrical industry standards.

PLOs

Person(s) Responsible (Name and Position): James McDonnell

Rationale (With supporting data): Students in our production classes and tech classes must use saws and power tools to meet the SLOs and PLOs for our classes/degrees and safety must be at the forefront of all of our work. The shop equipment is more than 20 years old and in that time there have been technological advancements that allow for upgrades to our existing equipment, plus new models for saws, etc. which have advanced safety features that account for many of the variables that in the past could lead to injury.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: There have been advancements in safety to the scene shop equipment that will keep students and staff safe from moving parts, blades, etc.

Update on Action

Updates

Update Year: 2023 - 2024

09/14/2023

Status: Action Completed

Funding for the resource request associated with this action was provided through Instructional Council funds. Equipment and items were purchased at the end of the Spring '23 semester and are finishing being installed and used this semester

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Instructional - Purchase the following upgrades to outfit existing equipment to increase safety:

- Powermatic Bandsaw Replacement Motor
- Rolling Miter Saw Stand
- Rolling Workbench with Saw Mounts
- Replacement Tire for Rockwell Bandsaw (x2)
- Router with Base and Table
- Router Bit Sets

In addition, other accessories and features to replace and refit scene shop power tools (Active)

Why is this resource required for this action?: The DRAM 013 and 014 class, in addition to DRAM 019, 020, 021, and 022 classes all require work on productions and power tools are a necessary feature of the SLOs and PLOs for these classes and the degrees. Safety is a must and while good practices and "safety eyes" will always be taught and expected, there are upgrades and advancements to technology that increase safe use for power tools.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 23000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2022-2023 Increase student safety in performance

Use industry standard footwear in productions to minimize injury.

Leave Blank:

Implementation Timeline: 2022 - 2023

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Leave Blank:

Leave Blank:

Identify related course/program outcomes: All performance SLOs and PLOs require the students to physically move live, in front of the audience and on a variety of surfaces plus up and down stairs and moving swiftly, many times to music.

DRAMA 19 - #3 - Classical Performance Style Given a character in a play, students will be able to demonstrate acting performance skills on stage before a live audience.

DRAM 20 - #3 Performance Dramatize a specific role before an audience that reflects clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis.

DRAM 21 - #1 - Evolution & Performance A successful student will demonstrate an understanding of the evolution of a character in production from script to performance.

Person(s) Responsible (Name and Position): James McDonnell

Rationale (With supporting data): We learned a lot about the needing better footwear, the kind that is specifically built for outdoor use for safety and longevity, especially considering that we plan to have outdoor performances in the upcoming semesters, too.

When performing on the quad/outdoors - a concrete floor has a shock absorption of 0% leaving the full 100% shock of impact to the person landing. Dance creates impact energy. If the energy generated by dance is returned to the body it can result in shin splints, stress fractures, and an array of knee problems, tendonitis, and ankle sprains.

Additionally, if we do not rubberize the bottoms (and brace the heel for women's shoes) we run the risk of slipping/falling which is dangerous.

Priority: Medium

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Heels break and performers slip causing immediate and possible permanent injury and damage.

Update on Action

Updates

Update Year: 2023 - 2024

09/14/2023

Status: Action Completed

Funding was provided through the above-base for the resources requested. The resources were successfully purchased and used in the Spring '23 semester.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Instructional - Purchase industry standard footwear for performances. (Active)

Why is this resource required for this action?: Last years, two outdoor performances lead to a need for better footwear, the kind that is specifically built for outdoor use for safety and longevity, especially considering that we plan to have outdoor performances in the upcoming semesters, too.

We learned a lot about the needing better footwear, the kind that is specifically built for outdoor use for safety and longevity, especially considering that we plan to have outdoor performances in the upcoming semesters, too.

We are performing on the quad. A concrete floor has a shock absorption of 0% leaving the full 100% shock of impact to the person landing. Dance creates impact energy. If the energy generated by dance is returned to the body it can result in shin splints, stress fractures, and an array of knee problems, tendonitis, and ankle sprains.

Additionally, if we do not rubberize the bottoms (and brace the heel for women's shoes) we run the risk of slipping/falling which is dangerous.

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Dance boots

\$380 each, 35.15 sales tax = \$415.15

\$80 per pair to be rubberized and have the heel braced = \$2000

Total for 25 pair women = \$12378.75

Males

\$475 each + \$43.94 sales tax = \$518.94

\$70 per pair to be rubberized = \$588.94

Total for 20 pair men = \$11,778.80

Total cost for shoes = \$24,157.55

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 25000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.