**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Photography** | **09/26/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 535 | 562 | 658 | 808 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 97.45% | 103.69% | 95.78% | 93.63% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 2,986 | 3,166 | 2,801 | 2,506 | Weekly Student Contact Hours | |
| **FTES** | | 99.52 | 105.55 | 93.36 | 83.54 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 6.97 | 6.97 | 7.23 | 6.80 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 429 | 455 | 387 | 368 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 3.05 | 3.00 | 3.00 | 2.70 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 3.80 | 3.80 | 3.83 | 3.60 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.12 | 0.17 | 0.40 | 0.50 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 3.92 | 3.97 | 4.23 | 4.10 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 56.22% | 56.94% | 58.53% | 60.30% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 95.09% | 95.97% | 95.89% | 93.59% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 79.17% | 78.31% | 79.67% | 74.37% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 9 | 8 | 4 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | 13 | 17 | 8 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | 3 | 9 | 3 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | 10 | 8 | 5 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Enrollment is up. We have added over two hundred and forty students since 2009. Census enrollment load % is only slightly down and may be due to using the computer rooms with larger cap.**  **Lower WSCH number may be the result of our lecture/Lab calculation change. Also, since 2009 we have been forced to cut 10 sections, a reduction of 30% over those three years.**  **The lower full time or contract FTEF number is a result of a full-time faculty losing PHOT 201 class and teaching 33% of his load in Graphics. Lower FTEF from Hourly faculty is certainly due to cut classes.**  **Rise in Contract Faculty Overload may be due to the lecture/lab calculation.**  **Part time % (Total FTEF) is up slightly and as we have lost another full-time faculty member, we anticipate this number to continue to rise.**  **Our retention rate is consistently over 90%.**  **Success rate is slightly down. We believe the poor economy has had some effect on drop rates. We would like to try to do more outreach to students who are missing classes or appear to be failing to activate their interest and achieve a higher success rate.**  **Over the three years for which we have figures, we are averaging 7 degrees a year awarded, and over 12 certificates a year awarded. We expect these to rise as we update our degree/certificate program.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.**  **PHOT 140 Photojournalism: A Photojournalism SLO states that "Students will know how to write a caption for news photographs which include the 5-W's (who, what, why, when and where)." Students practiced writing professional captions as described in the assessment both for class assignments and for The Telescope newspaper. Their images appeared in The Telescope with full, clear and concise captions, and several students participated in the twice-a-year Journalism Association of Community Colleges competition. Many awards were granted to our students for their work in on-the-spot and published photography which must include well-written captions. Based on classroom exercises as well as Telescope and competitive results we found the majority of students learned how to write captions. Thus, we met the outcome of our assessment method.**  **I.B.2 Summarize Program SLO assessment results beginning on the next line.**  **Our Program SLO states that "Students will produce a body of photographic work that is suitable for production or exhibition." Over 80 students submitted their matted and framed work for a juried exhibition called Enlightend Lens which was on display in Escondido at the Municipal Gallery and in San Marcos at the Heath Gallery in the Civic Center. The show was well reviewed and many images were sold. Over 150 students from our classes also entered the Student Showcase competition at the San Diego County Fair as well as the International Photography Exhibition and many students were awarded ribbons and prizes. Preparing our students to successfully exhibit their work and helping them through the process meets the outcome of our assessment method.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Our journalism students strive to act professionally and write complete, clear and descriptive captions. This is the most important part of the work they do that accompanies their story-telling photographs. It is gratifying to see them learn these techniques and then employ them. An area of concern for photojournalism is that our digital equipment from computer programs to cameras is outdated and not adequate to create the highest quality product that the students should be able to make. This need for up-to-date equipment directly affects the outcome of their work. We would like to see them produce an even better quality product and compete at a higher level.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.**  **Fine Art Photography: It is deeply rewarding for students and faculty to show results of our superior student work in the community and share their excitement and skills. And, it is wonderful to see the community at large enjoy the fine work our students produce in our program. Faculty spend many extra hours in the jurying, preparation and execution of these student exhibitions in San Diego County. This is fulfilling for all concerned and faculty enjoy doing it. An area of concern is that it takes a lot of extra hours to plan and put into place these respected exhibits and with our current need to replace retired faculty these extra hours spent are extremely taxing on the remaining faculty.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Although at the government search site the outlook for employment sees an increase of 13%, a search of the Chronicle of Higher Education, the job-search engine JUJU, and the Society for Photographic Education website show numerous jobs offered in the photography field for both teaching photography and lab assisting jobs at community colleges as well as four-year institutions. The research and medical field listed several job searches and many photojournalist positions were also advertised. Web-based and print newspapers' online publications that require photography are becoming more popular and are a large part of the burgeoning photography job market. The NEA website indicates an increase of 12% by 2018. There are no figures to indicate self-employment and this is a large part of what occurs in our arena. We have graduated several photographers who have started their own business and continue to earn excellent salaries as part-time or full-time endeavors. We believe that as we ready passionate fine-art, commercial and editorial photographers to go into the job market they will achieve success.** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
| --- |
| **Photography has added several digital courses that reflect contemporary industry standards while continuing to emphasize the importance of history and the historic processes. We are revamping our degree and certificate programs to make possible two-year completions with added certificates. We anticipate adding a Professional Practices course and an on-line introductory digital photography course. In reviewing our curriculum we are staying current with articulation and transfer requirements. Depending on the source of data, we have found a job outlook increase of up to 13%.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Use of our own digital classroom in the MD Building has greatly increased our ability to enhance our program. We have communicated with our Division Dean regarding an additional digital classroom in light of burgeoning digital technology and increasing demand for these courses. Open lab time is necessary for building of skill levels and for the majority of students who do not have access to adaquate printing and mounting facilities at home. We are hopeful that a remodel of space in our old facility in the F-building will increase our efficiency and further purpose the darkroom and finishing facilities to the students' needs.**  **We are addressing sequencing within the curriculum revamp.**    **Our enrollment is up, however, we can see that the loss of classes due to budget constraints has certainly hurt our program’s ability to serve the needs of our students in a more complete way.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **The loss of two full-time faculty members has created a giant hole within our program. One faculty lost six years ago has not yet been replaced and another faculty has retired this year. 60% of our courses are now taught by part-time faculty. Hiring a full-time faculty member is an acute need and of highest priority.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **(22) Photographic enlarger stabilzer/timer kits** | **1** | **6** | **Required to replace old and worn out equipment that has reached its useful life expectancy. New equipment would support SLO requirements and enable photo students to make high quality photographic prints for class work and develop the refined skill level to compete and be successful in a highly competitive job market.** | **$15,000** | **one-time** | **no** |
| **a2.** | **Camera Equipment:**  **(27) 35mm camera kits**  **and Canon lenses** | **2** | **6** | **35mm camera kits are required to replace worn out cameras that have reached the end of their life. Students increase their skill level with access to these film cameras which meets the SLO requirements for success in our silver-based classes.**  **DSLR kits are required to replace technologically outdated digital camera kits. Meets SLOs for digital classes.**  **Canon 35mm lenses will fit both digital and 35mm film cameras. These will enable students to increase skill level and accomplish SLO in both digital and silver-based classes.** | **$26,500** | **one-time** | **no** |
| **a3.** | **(15) View camera lenses/accessory kits** | **3** | **6** | **Replacement of the worn and non repairable view camera lenses and accessory kits (film holders, cable release, light meters, stainless steel sheet film processing holders, and filters). These essential equipment items are required so that the advanced photography students in both the Commercial and the Advanced B&W classes can complete class SLO requirements; and also so that they can develop advanced proficiency and skill levels within these disciplines, which include but are not limited to: large format cameras, chemical processing methods and special optical adjustment techniques to complete class work. Currently students may not be able to attain all the class SLO requirements due to the unserviceable and intermittently functional equipment.** | **$35,000** | **one-time** | **no** |
| **a4.** | **(2) Xrite I one Photo Pro Photo Spectrometers** | **4** | **6** | **These crucial analyzing calibration tools are required to replace worn and unreliable digital color management calibration tools. These color calibration tools will allow precise adjustment of prints, computer monitors, cameras and other digital output devices providing high quality output. Precision calibration will allow students to print, manage work flow, with increased quality and productivity as required in the current Student Learning Objectives. Also these advanced tools will provide students with current market skills ensuring they are well prepared for career progression and success.** | **$3,500** | **one-time** | **no** |
| **a5.** | **Print Finishing equipment:**  **2 Dry Mount Presses @ $2,000 ea**  **2 Print Dryers @ $2,600 ea** | **5** | **6** | **New Dry Mount presses are required to replace worn and technologically obsolete equipment which has reached its life expectancy. New presses will enable the 300 plus photography students to mount and display photographic work for class presentations and gallery shows, while teaching students the professional skill set of print finishing required to fulfill the SLO for all photography classes. Dryers are required to replace old and at times non-functional equipment. Print dryers support SLO through enabling students to dry high quality prints, which are then dry mounted on the presses. These are professional practices required to be successful in the photographic field.** | **$9,200** | **one-time** | **no** |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **(27) Mac Intel computers and**  **(27) 24" Del Utrasharp monitors** | **1** | **6** | **Required to upgrade current computers in MD223, our digital classroom. It is imperative to stay current with computer technology to enable students to manage their digital photography at high skill levels.** | **$80,000** | **one-time** | **no** |
| **b2.** | **(12) - Mac Intel computers and**  **(12) 24" Dell Ultrasharp monitors** | **2** | **6** | **Required to replace old and technologically out of date computers in the photo lab. These new computers will enable all digital photography students to manage, create, and refine photographic digital skill levels and be successful in a highly competitive job market.** | **$42,000** | **one-time** | **no** |
| **b3.** | **(11) Epson Digital Printer Kits with Ink** | **3** | **6** | **Epson digital printers are required to replace old and technologically out of date and obsolete printers saving both maintenance time and repair funds. New printers will enable advanced digital photography students to print at a professional level, refining skill and creative printing techniques supporting the current SLO requirements. Also these new and technologically advanced printers will provide students current market skills ensuring they are well prepared for career progression and success.** | **$36,000** | **one-time** | **no** |
| **b4.** | **(27) Mac Intel computers and**  **(27) 24" Del Utrasharp monitors** | **4** | **6** | **To outfit an additional digital classroom to serve the needs of our increasing enrollment in our Digital classes.** | **$80,000** | **one-time** | **no** |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **(6) - Roto trimmers @ $416 ea** | **1** | | **6** | | **Roto paper trimmers are required to replace old and non functional trimmers, new trimmers will enable all photo students to cut, trim and aid in the mounting and professionl display of all photographic prints, supporting the current SLO.** | | **$2,500** | | **one-time** | | **no** | |
| **c2.** | **(20) - Grain Focuser @ $125 ea** | **2** | | **6** | | **Grain Focusers are required to replace broken and non functional focusers, new grain focusers will enable students in the silver- based photography classes to make high quality photographic enlargements, which support the SLO allowing students to refine skill and technique levels required as a working professional photographer** | | **$2,500** | | **one-time** | | **no** | |
| **c3.** | **Studio light equipment:**  **10 Scrims @ $50 ea**  **4 Lightboxes @$300ea**  **4 Barndoors @ $100 ea**  **2 Backdrop support @ $250 ea**  **4 reflectors @$100 ea** | **3** | | **6** | | **Studio lighting soft boxes, scrims, and light modification equipment is required to replace worn and unserviceable equipment. Currently the studio light modification equipment is well over 12 years old and because of its condition being patched together results in less than desirable lighting. The current condition of the lighting soft boxes makes it at times impossible to achieve SLO requirements in a timely and professional manner. Replacing the equipment will provide students with updated technology, advanced lighting technique, achievable student learning objectives, and allow students to excel in the competitive job market.** | | **$3,000** | | **one-time** | | **no** | |
| **c4** | **(25) - Intuos 4 Graphic Tablets** | **4** | | **6** | | **Tool for image editing applications in the new digital photography lab.** | | **$5,500** | | **one-time** | | **no** | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **Digital printer/equipment maintenance and service agreement** | **1** | | **6** | | **Provide required routine and advanced maintenance, service and equipment repair for digital printers and photographic equipment. This is required to maintain the high and consistent level of quality for equipment performance for students’ photographic work, support SLO class requirements, and to develop skill levels for students appropriate for advanced digital/silver-based printing and film applications. Suboptimized equipment performance negatively impacts students’ learning which inhibits their success in the achievement of the SLO requirements as well as their future career success. Funding will also extend the service life of equipment and save time and money.** | | **$10,000** | | **on-going** | | **no** | |
| **d2.** |  |  | |  | |  | |  | |  | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **Evening Classified Instructional Support Assistant l**  **11 months**  **100%** | **1** | | **6** | | **The evening Classified Instructional Support Assistant l (technician), is a critical need position. This technician over sees the evening photographic laboratory operations and ensures regulatory compliance and safety by ensuring that all photographic chemistry is mixed, stored and dispensed as per Cal OSHA safety regulations and the Palomar College safety guidelines and procedures. The position interfaces with faculty and staff, providing evening implementation to support all SLO class requirements for: student work flow, operational safety, use and technical oversight of equipment, chemical processes and procedures, hazmat disposal, security of equipment, and overall operational use of the digital computer labs and photo chemical learning environments. The position supervises, maintains and cleans the learning environment, but also adjusts and repairs equipment, and monitors all safety aspects within the learning environment. The position is a “first responder” and the “go to” person in case of an emergency within the photo facility for the evening classes.**  **Failure to fund this position would cause these responsibilities to fall upon the evening Adjunct Faculty who are not trained nor responsible for photo chemical mixing, storage, dispensing procedures, use of safety equipment, and the myriad of reactionary protocols to be followed in emergency situations such as a chemical spill or noxious gas release within the chemical learning environment. This will create an unsafe learning environment and student learning objectives will be negatively impacted.** | | **$45,000**  **($35,000+**  **Benefits Pkg)** | | **on-going** | | **not funded** | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **Temporary hourly employee (3) Required** | **1** | | **6** | | **Temporary laboratory assistants are required to augment the day and evening photography and digital program operation support. Temporary lab assistants provide crucial student support in the laboratory classes and assist instructors in maintaining safe lab conditions and equipment support. Also provides assistance in the daily implementation of students’ work flow, cleaning, maintenance, safe use and security of equipment, chemical mixing, and instructional support for classroom needs (copying, filing, distributing and posting of learning materials and equipment), as well as cleaning and maintenance of learning environment.** | | **$36,000** | | **on-going** | | **Yes, this position is currently funded from the Media Studies Dept Short-term hourly budget.** | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Our photography department enjoyed many successes as well as student accomplishments in the last year.**  **Our juried exhibition of student work, Enlightened Lens, once again had a successful run at the Municipal Gallery in Escondido and also the Hearth Gallery in San Marcos at the Civic Center. Several images sold to the public. This is the only show of its kind in San Diego County.**  **Our students won best of show in two categories at the San Diego Fair Student Showcase, plus additional best of class in three more categories.**  **Three of our students won money awards (First, Second, and Fourth) in the San Diego County Fair International Photography Competition.**  **Several faculty members, both full-time and part-time, continued to show their work in local venues.**  **Robert Barry was a featured artist in the Photo Arts Group show in the Municipal Gallery in Escondido.**  **Our former student, Shiori Ohira, who graduated from NYU a year ago, is now working at Aperture magazine as an art director.**  **Several of our students have been hired as photographer's assistants this past year and others continue to work in New York and San Francisco as fashion and commercial photographers.**  **Several of our students are now working in the digital editing field.**  **Photojournalism student Dan Chambers won First Place for his moving slideshow at the JACC conference in the Spring.**  **Donna Cosentino gave a full-day workshop on 'Creativity' at the Museum of Photographic Arts, San Diego.**  **7 students were awarded money gifts for the Jack Iskin Scholarship and the Justus Ahrend Scholarship.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Robert Barry *Name*** | **Donna Cosentino *Name*** | **Paul Sittmann *Name*** |

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| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**