**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Cinema** | **Date 01/12/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**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.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **R. Lisa Cecere**  **Bonnie Kristell**  **Sheilina Shaw** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **It is the mission of Palomar College’s Cinema Program to educate and inform our students of the art of film and its importance in understanding the world. Film provides us with a universal language in which to understand other cultures and diverse populations. Our program fosters critical thinking through the analysis of film and these transfer courses prepare students for university studies in a variety of disciplines. We teach future film artists the craft of filmmaking and through hands-on training students will be prepared to work in the film industry and succeed in university film programs.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **Our mission statement reveals the college’s commitment to prepare students for further university studies and for career and technical training. The universal language of film reveals our curriculum’s dedication to exposing our students to the diversity of film and creating an “environment for students of diverse origins, experiences, needs, abilities and goals.”** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **Our core film studies course, Cinema 100, continues to have high enrollment filling up quickly once registration opens, with waitlists each semester. Its popularity and need by a variety of students as a transfer class makes it a main focus and concern for our program. We pay close attention to the curriculum of this course and consistently assess its learning outcomes. Its content continues to include a diverse group of films, exposing students to films of all kinds, from different genres, national and international, exposing them to different cultures and lifestyles. It is a course that values critical thinking skills and prepares students who are continuing on to advanced degrees. It also prepares our production students by introducing them to the process of making films and the business of film, the film industry. Also, it is the best course to prepare students for additional courses in our program. Students who first take Cinema 100 tend to find have more clarity and stronger critical analysis skills when they move into other courses in our program.**  **We look to our classes that are weaker in enrollment and continue to try new strategies to improve this. Crosslisting with other programs in our department, providing online learning opportunities, rescheduling courses for optimum times and reevaluating prerequisites are a few of the ways we work to improve enrollments and retention.**  **We have looked closely at our production sequence, Cinema 125 and Cinema 225 for a variety of concerns. Cinema 125, our beginning production course, continues to be in great demand. It is a struggle to accommodate the many students who need to take the class for transfer and for our degree and certificate. It is necessary to keep the numbers manageable so students can properly be trained on production equipment and be able to access it. If the numbers are too large, students can lose out on participating in group activities and working as a team. This is an important learning outcome of the course and a vital part of working in film or video production, as part of a crew. We continue to offer it each semester but recognize the need for additional sections.**  **Cinema 125 directly affects the more intermediate class, Cinema 225. This production course is required for the degree and, with Cinema 225, is transferable. We have added an additional section of 225, now having one each semester and look to the future for this class to grow. In the past couple of years its enrollment has declined. This decline led us to look at the content of both courses to recognize how one affects the other. Studies and surveys revealed duplication of material in both classes, particularly 125 covering too much material and leading students to not learn the much-needed basics of the aesthetics and techniques of film and video production. In short, we were covering too much material and content and training that was more for an intermediate to advanced student. Strong scrutiny of the Course Outlines of Records and syllabi led us to streamline these courses and create a more efficient and complementary sequence. We have scheduled an additional section of 225 and believe these changes will strengthen that class by having students who are well prepared when coming into the course and strengthen 125 by focusing on and taking time with critical course curriculum. The additional sections of both courses will allow students to complete the Cinema degree in a timely manner and well within a four-semester rotation cycle.**  **We are very pleased with the success of our distance learning courses that are offered each semester. We have introduced them cautiously, noting enrollments and curriculum content that work well in an online environment and those that prove less successful. We have put through Curricunet approvals for Cinema 100, Art of the Cinema, and Cinema 110, The Documentary Film (currently called The Non-fiction Film). For a bit of background, access to films needed for course analysis improves every year with Palomar Library’s Reserves (Circulation Desk) and outside distributors such as Netflix, Vimeo, Amazon Instant Video and the like. This is important as it directly relates to 100 and 110, the former to be offered the Fall of 2014 and Spring of 2015. Our current online courses, Cinema 102 and 103, include films that are easier to access due to their classic nature and many are in the public domain. Newer films must be “rented” in some fashion, whether by subscription online, in an “on demand” situation such as Amazon.com or with a hard copy DVD, as with Netflix or Redbox. In the past, these kinds of films were not available so easily. The fact that they now are allows us to offer many of our other survey courses. We are strongly committed to including distance learning courses as part of our curriculum, recognizing their flexibility for students who are balancing parental obligations, work and class schedules and for those who may be serving overseas in the military.**  **The addition of Cinema 122, Identity in American Film, since the Fall of 2008, has been a success. Its enrollments have been strong and meets the multi-cultural requirement for general education. We continue to monitor its progress to ensure student success and retention rates. We are exploring the possibility of adding an additional section of this course in the coming years.**  **A new film studies course, Cinema 123, Queer Cinema, has been approved through the curriculum process. We look forward to adding it in the Spring of 2015. When offered in the Spring of 2011 it showed healthy interest with solid enrollment.**  **We are committed to providing a balanced curriculum that incorporates both the critical study of film with the creative and technical aspects of film and video production.**   1. **How did you implement and evaluate those curriculum changes?**   **Cinema 123, Queer Cinema, will be added in the Spring of 2015. This will provide an additional course for transfer credit and an elective for our degree.**  **All of the followimg have been submitted on Curricunet and are awaiting approval. If approved, evaluation will occur 2014 - 2015.**    **1) Title change for Cinema 110 from "The Non-fiction Film" to "Documentary Film".**  **2) Removal of prerequisite, RTV 110, from Cinema 225.**  **3) Distance Learning component for Cinema 100 and 110 submitted in Curricunet.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **For Cinema 100, once we were able to add additional sections we did so, taking in the many scheduling needs of students. The course is offered in the morning, afternoon, and evenings, once and twice per week. They will now be offered as distance learning.**  **Our two distance learning courses, Cinema 102 & 103 that cover the history of film, fill up quickly upon open registration each semester. We recognized the need of students for the flexibility of these classes, for those who work, have parenting challenges and for those overseas in military service. Given this, we are adding distance learning sections to 2 of our courses, Cinema 100 and Cinema 110. We are looking to the future to have even more sections of our courses online, providing a wide variety of choices for all students, those who prefer classes on-campus and those who feel more comfortable in an on-line environment.**  **We look across our schedule, for all classes, to provide ample opportunities for taking courses that are transferable and to be able to complete our degree in a four-semester rotation cycle. We recognize the need for classes that meet once per week and twice per week. We provide morning, afternoon, and evening classes, and as noted above, we are increasing our distance learning opportunities.**  **It is our goal to return our program to a more robust schedule of course offerings in all semesters, adding to the full schedule of classes we had before class cancellations began.**     1. **How did you implement and evaluate those class scheduling changes?**   **Additional sections at a variety of times have been added for Cinema 100. As these fill up quickly and have wait lists, we recognize the need for additional sections.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **With the retiring of a full-time faculty member, continued strong enrollments in our program and many part-time faculty trying to meet the needs of so many students, we requested a full-time, tenured position in Cinema.**   1. **What is the current status of the plan you articulated?**   **The full-time, tenured position was approved. We are currently moving forward in the hiring process with a Fall 2015 start date.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **$12,000.**   1. **How were those funds spent?**   **Two HD cameras were purchased to replace those out of date and to provide proper training students who are planning to work in video production in the television and film industries.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **An Assistant Media Coordinator position was requested for our department, Media Studies (Communications) PRP. This position would assist both programs, Digital Broadcast Arts and Cinema. It was not approved or prioritized.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **In both Cinema 125, our beginning production course and Cinema 225, our intermediate production course, we are able to teach state-of-the art equipment that is important for students to know and have experience on. The reasons for this are two-fold: having knowledge of current production tools, whether it be camera, lighting, lenses, etc., gains them an advantage when applying to film programs at universities such as UCLA, USC, and New York University. It is also our program's responsibility to prepare students to enter the workforce in the television and movie industries. We can only do so with current, state-of-the-art production equipment. As well, to be able to submit our students' completed short-subject films to prominent film festivals the quality of the film, its image and sound must be at a professional level.**   1. **Number of students affected**   **From past years approximately 100 - 120 students per semester have been affected. That number will increase for next year as we have scheduled additional sections of Cinema 125.**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **We were not able to purchase the total number of cameras kits (cameras, lenses, lighting equipment) with the money received. We are working toward having at least four state-of-the-art camera kits available for each production course, both beginning and intermediate. These are necessary to grow our department and provide adequate access for all of our production students.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **From the Fall Semester of 2007 through the Spring of 2012, enrollment grew throughout the curriculum of the Cinema program. As the data demonstrates, our WSCH and FTE counts grew, and student retention and success rates were high and had increased since 2007. The program strives to prepare students who transfer to universities, as many of our classes satisfy the requirement of the UC and CSU systems. While the number indicating degrees and certificates awarded may appear low, the majority of our students successfully complete courses in our program as transfer requirements and are students who gain degrees in other disciplines.**  **Unfortunately, due to class cancellations in 2012-13, our enrollment numbers dropped and this was reflected in our WSCH and FTES percentages as well. While there is an overall increase from 2007, we recognize the decreases reflected from the 2011-12 to 2012-13 years. We believe our goals of increased enrollment and curriculum changes will considerably improve our numbers.**  **The retirement of a full-time faculty member in our program has significantly affected our enrollments, student success and retention and reflects the high percentage taught by part-time faculty.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The lower numbers from 2013-14 do not adequately reflect our usual numbers as one of our classes, Cinema 105, was cancelled due to low enrollment. This fact did affect our goals and led us to concentrate on why this occurred and to focus how to improve enrollments in that course, through schedule and curriculum changes.**  **It will benefit our program immensely to have a full-time faculty member who can work on strengthening our program and provide a consistent curriculum, something not always possible with many different part-time faculty teaching such highly enrolled classes.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **For each course in our program we reviewed current student learning outcomes and their assessment results to ascertain what was working for each class, what needed to be refocused or changed, and what, if any, additional learning outcomes need to be added. When doing so we took into account how these SLOs should reflect each course’s objectives and whether or not they are achievable outcomes.**  **Our findings revealed that all of our current course outcomes are necessary and are being met and can be measured through a mix of critical writing papers, exam questions and formal and informal student surveys. Our program SLOs can be found in every class that we offer, in our concentrations of film studies and film production.**  **Assessment of all learning outcomes continues each semester that the course is taught, with the exception of Cinema 123 to be taught in the Spring 2015 semester. While we currently have an outcome for that class, assessment results will occur mid-semester and at the end of the semester.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **The Cinema Program’s student learning outcomes (SLOs) are proving effective in all film courses as they accurately reflect our courses’ objectives. The diligent and prepared student completes each course with a knowledge of film grammar and the ability to use this terminology to critically analyze film. Assessment results show conscientious students recognize the importance of the filmmaking process and the techniques used to create a film. Film techniques and aesthetics are included in all courses of our program. Screening of significant films and the study of leading film artists and their contribution to film art continues to be an important part of our curriculum. For the production component, results revealed that objectives and outcomes must correctly differential the beginning Cinema 125 course from the intermediate Cinema 225 course. Assessment methods are successful in revealing these results, particularly with the combination of critical papers, exams and essay questions, and survey, both formal and informal.**  **All SLOs will be maintained for each course. We recognize the need for additional SLOs to reflect course objectives and content. Assessment results made us aware of the need to study the course objectives to be sure they are including important course curriculum.**  **Specific SLO changes:**  **Cinema 102 and 103, History of Film: Addition of student learning outcome that recognizes students will have a working knowledge of film grammar.**  **Cinema 105: Additional outcome to reflect critical thinking skills.**  **Cinema 110: Additional outcomes to be considered for the future, particularly as the course stresses the different production techniques that differential narrative from documentary film.**  **Cinema 125 and 225: Outcomes related to “technical proficiency” will be modified to reflect the basic skills of 125 and more intermediate to advanced skills of 225.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **Our program SLOs are reflected in our course learning outcomes. They can be accessed in each of our courses. We will study all course outcomes to see if additional program outcomes should be added.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **The Cinema program keeps up-to-date on changes in university programs where many of our students transfer and also those programs that align with our curriculum, i.e. film studies and production departments. Transferability is a key aspect of many of our courses, and we recognize that changes in university programs affects ours. As well, we pay attention to curriculum that aligns with and is an extension of our program, recognizing the need to have our students prepared when attending university courses and continuing to related degrees.**  **In our production classes, technology plays a vital role. New technologies in production equipment occur frequently. It is vital for students to be trained on and have access to this new equipment. In doing so they remain competitive for jobs in the film, television and video production industries of television and film and for being accepted into competitive university film programs where they must prove their production skills.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **The Cinema program prepares students in a variety of ways. Our course curriculum prepares those students who plan to transfer to universities whether they use our classes for transferring in another discipline or to attend film programs. The critical-thinking skills they learn from our survey courses allows them to continue to be successful in university studies.**   1. **Weaknesses**   **We recognize the need to strengthen our production component and form a degree that accurately reflects that need. Also, the greater ratio of part-time faculty to full-time keeps our program from having the cohesiveness it needs, for its faculty, students and our curriculum.**   1. **Opportunities**   **Cinema faculty need to attend film festivals to establish relationships with film artists and screen current films. As well, for those who teach production, they must retain and advance their skills by attending professional workshops, training programs and trade shows. They must also keep current on the use and knowledge of state-of-the-art video production equipment for use in the production and post-production phases of filmmaking.**   1. **Challenges**   **To take advantage of the above opportunities, funds for travel, registration fees, and training are needed.**  **Classroom space at the Escondido campus is proving difficult for our film studies courses. We do not have a room that adequately meets the needs of the main component of our curriculum, screening films for critical analysis. Rooms that can accommodate 40 or more students are not set up to properly view the screen by all students. We want to continue our long history of providing cinema courses at this campus and, to do so, we need to correct this problem.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **To enhance and strengthen our program through additional course offerings.** |
| **Plans/Strategies for implementation** | **Open additional sections of Cinema 100 and Cinema 125. Look to current schedule for scheduling needs not yet met. Add distance learning sections, intersession for Cinema 100. For 125, focus on course content and aligning it more effectively with Course Outline of Record, streamline course to strengthen its basic skills. Add Cinema 123, Queer Cinema, to schedule in Spring of 2015.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Provide more opportunities for students to enroll in Cinema 100. Strengthen production component of our program. Look to the future for increased numbers in Cinema 225.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Increase enrollment in currently low-enrollment courses.** |
| **Plans/Strategies for implementation** | **Continue to study enrollment in Cinema 110 and implement ways to strengthen it numbers. Add distance learning section, change title of course in line with other film programs and work on the course description and objectives to best reflect academic standards and align with transfer requirements.**  **Research Cinema 105, Film Subjects, to recognize weaknesses that reflect in poor enrollments. This course's popularity is reflected by its subject matter, i.e. The Films of Alfred Hitchcock or Film Noir has greater interest and solid enrollments over Bollywood Films, which proved unsuccessful. We will be researching its history to see what has been offered, what needs to be offered again, what has been omitted and new trends or film movements that are important to offer. Our findings will allow us to schedule this course’s subjects for the next 3 to 5 years** |
| **Outcome(s) expected (qualitative/quantitative)** | **Stronger enrollments in under-enrolled courses. Add variety of course options with distance learning sections.** |
| **GOAL #3** | |
| **Program or discipline goal** | **To improve and increase the production aspect of our program. We are working toward creating a certificate in "Digital Filmmaking" and ultimately a degree. To do so we will include complimentary courses in the Digital Broadcast Arts program.** |
| **Plans/Strategies for implementation** | **We have put through Curricunet a "mini-certificate" while we work toward completion of the certificate and degree requirements.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Additional enrollments in current production classes, addition of new classes and crosslisting of courses. This creates a symbiotic relationship between our two programs, with plans to incorporate classes from other programs in our discipline, possibly Photography and Radio.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Increased enrollment and more variety of sections will provide transfer opportunities and general education. As well, film studies courses provide cultural enrichment and lifelong education. Through film studies, students are introduced to different cultures and diverse populations, providing open and unique perspectives on the world.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>      1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **As the Cinema program moves toward a digital filmmaking degree, relevant courses in other disciplines may prove beneficial. This will become more apparent as we conduct further research toward achieving this goal.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority of Need for budget category a. – e.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **2 Professional High-Definition (HD) camcorders with removable lenses, includes 2 telephoto lenses, 2 wide-angle lenses, 1 extra battery each, 2 cases, 2 lighting kits.** | **6** | **1.8** | **1** | **Our beginning production classes, currently taught 3x per year and each time over-enrolled, have been operating with cameras that are close to 15 years old. We were fortunate to replace the outdated cameras for our intermediate to advance classes with two new cameras last year. But the highly enrolled beginning classes are trying to survive with over 40 people per class and 3 outdated cameras. These cameras use outdated media and are showing great signs of wear with their mechanics and image quality. We have scheduled an additional section of 125 for the Fall of 2014 and will need additional cameras and light kits to meet this need.**  **In addition, students need to learn on state-of-the-art equipment so that they can be current in the film industry, to get jobs in the field and/or to move on to film schools and university programs. The current format used in the film industry is High-Definition or HD cameras. The above cameras noted are not HD. The HD format allows students to acquire knowledge and skills that are state-of the art, used in the industry and produce a product that is acceptable to prominent film festivals. In addition, these cameras must be industrial/ broadcast camera quality as this is what is used in professional situations. By teaching our students on proper cameras, and all other production equipment, we provide them with the basic skills that allow them to have an advantage in the job market and to gain prized openings into film schools and universities.**  **Lastly and specifically related to the lighting component of the kit, we need to address the safety issue of the current lighting kits we have in our program. They are considered "hot" kits in that they generate a great deal of heat, obviously making them problematic to work with. New, innovative lights are now cool to the touch and allow for safer conditions for students.** | **$24,000** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority of Need for budget category a. – e.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority of Need for budget category a. – e.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority of Need for budget category a. – e.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Travel to professional workshops and film festivals** | **8** | **1.8** | **2** | **Cinema faculty need to attend film festivals to establish relationships with film artists and screen current films. As well, for those who teach production, they must retain and advance their skills by attending professional workshops, training programs and trade shows. They must also keep current on the use and knowledge of state-of-the-art video production equipment for use in the production and post-production phases of filmmaking.** | **$1500** |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority of Need for budget category a. – e.** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority of Need for Position Requests** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**