**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: Photography** | **Date 01/30/2014** |
| **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.**  **Robert Barry, Donna Cosentino, Paul Sittmann** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The Photography discipline within the Communications Department (Media Studies) delivers to students basic through advanced instruction in Commercial, Artistic, History and Criticism, and Digital Photography. We provide an experience in self exploration and personal growth through an expressive medium with intercultural and communicative capabilities. The operation of the Photography discipline is based on the belief in the value of the individual’s potential for intellectual, ethical, personal, financial and social growth. We believe that visual literacy is important in comprehending, appreciating and contributing effectively to society as a whole. We strive to empower students to outline and realize their specific educational goals which will promote their technical growth and facilitate their ability to become fully prepared to practice their skills in the vocational as well as the artistic field of photography.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **Aligned with the College's Mission Statement, our statement addresses career and technical training, diversity, goalsetting, cultural enrichment, and lifelong education. Our courses ready the student to transfer to four-year programs. We believe our learning outcomes particularly contribute to the enhancement of our student's lives and prepare them to continue on as citizens whose lives have expanded because of participation in our program.** |

**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.)**   **We revised our curriculum last year to reflect new changes required so that the program can be completed in two years, with fewer units. Also we made improvements in our curriculum to accommodate changing influences in the photography field, both artistically and vocationally.**   1. **How did you implement and evaluate those curriculum changes?**   **We implemented these curriculum changes through revamping our AA and Certificate of Achievement program to bring it into a two-year completion. We now have two certificates: our AA/ Certificate of Achievement and the Fine Art Traditional Photography Certificate of Proficiency. As documented in the Year One form, we have added a Professional Practices course, Photo 160. Other changes in our program include changing our entry level class from Photo 100, a film-based class, to a Digital Photo I class, Photo 120, and we have added a film class called Introduction to Film and Darkroom for Digital Photographers, Photo 124. In addition, working their way through the curriculum process are: a Certificate of Proficiency, Alternative Process Photography; other new courses include: Photogravure, Carbon Printing, Landscape and Culture, and Photo Journalism II.**  **We are assessing our new program through course SLOs and creating a student survey to generate feedback from our participants.**  **We have also had outreach meetings with the local high school photography teachers, with whom we articulate to keep them on track with these changes.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **To summarize our plans regarding class scheduling, we planned to sequence our program for two-year completion, and we revamped our classroom schedule of MD 223 (our digital classroom) to reflect our growing needs. We desired to remodel our beginning darkroom into an expanded finishing area so as to accommodate students from both our digital and darkroom classrooms so they could complete their work in a timely fashion with the new class scheduling**   1. **How did you implement and evaluate those class scheduling changes?**   **We completed the sequencing for two year completion and are offering classes in the correct order. Our planning for the conversion of the elementary darkroom-Room F32- to change it to a finishing area has been approved and is in process. All of our darkroom labs have been appropriately scheduled into F26-formerly our advanced darkroom. With regard to evaluating, these changes are in flux and we will better be able to evaluate when completed.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **In last year’s PRP we discussed the need for a full-time faculty member as we have lost two in the last seven years.**   1. **What is the current status of the plan you articulated?**   **Our needs have not been acknowledged and we will continue to request filling this acute need.** |
| 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>   **$7,500 for enlarger stabilizers and timers; $13,250 for camera gear. Totaling $20,750**   1. **How were those funds spent?**   **Those funds were spent for the items listed. The stabilizer/timers replaced worn-out stabilizer/timers for enlarger needs for student use. The camera gear (camera kits) moneys were spent for cameras, lenses, filters, etc. for student use.**   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>   **Evening Classified Instructional Support Assistant l, 11 months 100% . Prioritzed/ranked 14**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Functioning darkroom equipment is imperative and using our worn out, barely functioning equipment was detrimental to effective student learning. The new equipment is speeding the process. Cameras, lenses etc are for student use for photography assignments.**   1. **Number of students affected**   **Approximately 250 students per semester are affected and and will benefit from these upgrades.**   1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **Of the approximately 14 categories we requested, one half of each of two items was funded, totaling $20,750. This lack of funding affects our program planning as we are currently working with equipment that is nearing the end of its useful life. An example is our outdated computer situation which hinders student learning. It also difficult to plan future course offerings when we do not have up-to-date computers, studio equipment, enlargers and other associated equipment. We requested funds for maintenance of our equipment and it was not approved. This means equipment operates at sub-par and hurts student learning. We asked for evening Instructional support, which is a critical safety need, and this was not funded.** |

**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.**  **Upward trend in enrollment over the last six years.**  **WSCH to FTEF shows an increase in productivity for the year 2012-13.**  **WSCH is lower because of a change in calculation from lecture/lab to lecture and lab.**  **Sabbatical and retirement of faculty members affects this number.**  **Also part-time /FTEF % is now 72%.**  **Retention and Success- we are in line with overall campus success and retention rates.**  **Our retention rate remains over 90%. Our pass rates show we lose approximately 25-30% to drop or failure, and we would like to investigate this further to improve this drop/pass rate.**  **Degrees-we are consistent over the last three years with twelve total awards each year. With the change in our program, we will watch for improvement in these award numbers.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The data reflects increases in enrollment, which is satisfying. We are concerned with the extremely high percentage of part-time to full-time faculty, 72%. We see room for improvement in the data with regard to pass rates and degrees and certificates awarded.** |
| 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.**   **Faculty wrote SLOs for our new or revamped courses: Photo 120, 124, 136, 141, 160, 171, 213, and 214. We assessed our program SLO and our Hisory of Photography course SLO.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Looking at course assessments, faculty believe the program is moving in the right direction. Our students are learning and producing quality work. Our History and Criticism class was successful. According to our assessment results, through written tests and slide recognition tests, the majority of students received a grade of C or better for the course. Also, through taking this course, several students became interested in enrolling in a hands-on photography class. We would like to add more SLOs per class to better help us assess more pertinent information on student learning. We have also discovered that we need more information on the effects of our equipment and facility on student success.**   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 SLO assessment proved that our students are able to produce exhibition quality work through participating in juried exhibitions. We would like to encourage more students to exhibit their work in our annual gallery showings. We would like to add more program SLOs to broaden our scope.** |
| 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).**   **We are adding new courses directed at improving the program and updating older courses to reflect current trends. Our professional development needs to be aimed at adding new necessary knowledge and skills. We are asking for funds in the Planning document to enable faculty to achieve this. Outdated computers have hampered student learning with regard to technology. Our budget needs are listed in this planning document. Again we are held back through a lack of new equipment. Our aging facility needs the proposed remodels in order to insure student safety and success.**   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.**   **There are safety, space and technology concerns that impact our students with regard to timely course offerings, room to accomplish their lab assignments, and this affects student success.**  **Our data shows that nearly 30% of our students fail or drop and we would like to research and discover the reasons why and attempt to lower this number.**  **Our advisory committee suggested new equipment for our studio and for camera needs, improving our web presence, and including social media within our coursework in pertinent classes.** |
| 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.)**   **Our research netted nearly the same results as year 1. On the government search site the outlook for employment sees an increase of 13%, with California alone seeing a demand for 13,000 photographers over the next five years and in the U.S. 31,000 jobs are projected. Teaching photography falls under a separate category and teachers of photography are included with all of the arts-Drama, Music Art, Photography etc so these numbers cannot be separated out.**  **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 delineated to indicate photographers who are self-employed 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 prepare future fine-art, commercial and editorial photographers as well as teachers of photography, who will achieve success.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Strengths: a good variety of course offerings, a staff that participates in the professional world of photography exhibiting, publishing, lecturing, and community outreach. Staying current with new technology while realizing historical processes are still relevant and necessary. Faculty is able to stimulate students to create and exhibit professional-quality photographs and encourages self-expression.**   1. **Weaknesses**   **With the loss of two faculty to retirement, we now have too high a ratio of part time to full time. 72% of the total FTEF is reprresented by part-time faculty. Due to unmet funding, our equipment and technology needs are not current. For instance, the studio classes are unable to use our outdated Mac computers for completing their assignments. Improvement is needed in order to make our assessment process more timely.**   1. **Opportunities**   **After seeing other community college program reports, we would like to create a survey to more closely define who our students are so as to better meet their needs. We also believe there is an opportunity here to research who the students are who do not finish successfully and why.**   1. **Challenges**   **Two faculty running this program is difficult. Hiring new faculty is an immediate need. With the impending retirement of the two full-time faculty members, we are deeply concerned about bringing on folks in time to allow our program to continue to thrive.**  **It is always a challenge to work with outdated equipment and facilties and still enable students to produce professional-level work. We are trying to upgrade an aging facility and gain new equipment to the benefit of our students.** |

**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** | **Ensure that existing and future facilities and infrastructure support student learning, safety and program success.** |
| **Plans/Strategies for implementation** | **We have been working with our Department Chair, Dean, and Facilities on remodeling our Photography Building lab spaces. Part of our request has been approved. The rest of our requested remodel has not yet been approved. We cannot implement proposed program changes until the facility remodel is completed. Implementation of our plan rests on funding.** |
| **Outcome(s) expected (qualitative/quantitative)** | **When remodel is complete we will have upgraded to a safer environment, planned new classes will be able to be offered in this safe environment, utilizing equipment we have purchased but is not yet in use. Use of space will be more effective enabling students to work more efficiently with improved workflow.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Improve the photography program through increased retention and success rates and through recruitment and articulation.** |
| **Plans/Strategies for implementation** | **Create student surveys which will give us information about student retention and response to our program; improving our web presence will help with outreach and advertising; increase articulation with local high school photography programs through greater outreach.** |
| **Outcome(s) expected (qualitative/quantitative)** | **More students entering and completing the program, greater awareness of our program in the community.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Professional Growth for faculty.** |
| **Plans/Strategies for implementation** | **Gain funding for courses, workshops, conferences etc. to support faculty learning. This includes study of historical processes, social media and on-line teaching to improve coursework in pertinent classes.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Students will be better served by faculty who are up-to-date on historical and new processes, use of social media, and on-line teaching. These are techniques that are being used in our ever-changing field.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Hire two new full-time faculty members to replace two retired faculty. Having our full-time staff cut by 50% has created an overload of work beyond teaching and we feel we have reached our capacity to perform at our highest level. 72% of our faculty is part time. This disproportion hurts our program and thus our student-learning outcomes. With the imminent retirement of the remaining two faculty members, we are concerned about the time it will take to hire new faculty and to prepare them for leadership of our department.** |
| **Plans/Strategies for implementation** | **Submit a Faculty Rationale Form and make a case for desperately needed new faculty hires before the two remaining retire.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Hire new full time faculty to facilitate a smoother-running program where the workload is shared and fresh ideas for the future enliven the curriculum. This will adjust the imbalance of full-time to part-time faculty within our program.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our goals align with Palomar’s mission in several ways:**  **Professional growth for faculty allows us to continue our commitment to encouraging our students to achieve their highest capability and improving their learning outcomes as we build and transfer the best of our most current knowledge to them.**  **Improving our program through recruitment and greater success rates allows us to prepare more students for career and technical placement, and will enrich their exposure to aesthetic experiences.**  **Improving our facilities and acquiring up-to-date equipment allows our students to better their knowledge and increases their ability to learn the modern and necessary skills to more effectively compete and integrate as interdependent citizens.**  **Hiring new faculty will support an engaging teaching and learning environment.**   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>   **Our goals align with Palomar College’s Strategic Plan in several ways:**  **We are committed to outreach with our articulation agreements.**  **We have attended and initiated meetings with several High School Photography programs. (1.1, 2.1)**  **We work with our Advisory Committee which is made up of business and community members who make suggestions and help us plan our future needs and goals. (2.2)**  **We help guide our students to find their career pathways with a curriculum that we feel is balanced and rich. (1.6)**  **We have asked for a facilities upgrade in order to ensure that our facilities support student learning. (4)**  **Faculty are pursuing action/learning-based professional development in order to support their teaching and learning experience to be enabled to pass on this knowledge to their students in a medium that is constantly changing and growing. (3.3, 3.4)**  **Hire new faculty to replace retired faculty and in advance of current faculty retiring. (3)**   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.**   **Interdisciplinary dialogue and planning continues as our remodel plan progresses. The district needs to identify a funding source for these much-needed improvements.** |

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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 Number for all Resource Request categories** | **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.** | **Dry mounting press 550** | **Goal 1** | **Goal 1** | **1** | **Replace worn, non-repairable and technologically obsolete equipment that has reached its life expectancy. The new press will enable the 300+ photography students to mount and display photographic work to include panoramic views for class presentation and shows, while teaching students the professional skill set of print finishing required fulfilling the program SLO for all photography classes.** | **$5,600** |
| **a2.** | **3 - 4x5 View Camera Kits** | **goal 1** | **Goal 1** | **3** | **4x5 view cameras play a critical role in many of the photography classes within our discipline. Not having a sufficient quantity of camera kits creates numerous obstacles in the learning process. Three additional camera kits will increase the student success rate and allow all students sufficient learning time to excel and achieve the skill set required to be competitive in the job market today.**  **Presently, we possess a short supply of camera kits, of which over 4 are in various states of disrepair and are insufficient for student learning.** | **3@ $8,669.15 = $26,007.45** |
| **a3.** | **10 -Photographic enlarging VCCE filter modules** | **Goal 1** | **Goal 1** | **6** | **New filter modules are required to replace old and worn out equipment that has reached its useful life expectancy. Currently faulty filter modules negatively impact the students from achieving the results necessary and thus fall short of attaining class SLO requirements. By replacing them with appropriate new equipment it will enable students to make consistent high quality prints for classwork and develop the refined skill level necessary to be proficient in the classroom and the job market.** | **10 @ $785ea.= $7,850** |
| **a4.** | **1 Photographic chemical fume hood** | **Goal 1** | **Goal 1** | **11** | **The photographic chemical fume hood will enable students, faculty and staff to work in a safe chemical mixing environment while mixing and using a variety of photographic alternate process chemicals which are identified by MSDS warnings to have respiratory track, eye, and skin absorption health and safety issues.**  **The fume hood would greatly reduce the chemical contamination of the student learning environment with airborne particulates and fume evaporation limiting exposure. This is a must for safe and responsible oversight of this type of photographic process.** | **$10,000** |
| **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 Number for all Resource Request categories** | **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.** | **(12) - Mac Intel computers and**  **(12) 24" Dell Ultrasharp monitors** | **Goal 1** | **Goal 1** | **4** | **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** |
| **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) | | | | | | | | |
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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 Number for all Resource Request categories** | **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.** | **Digital ink** | **goal 1** | **goal 1** | **2** | **Digital ink is a critical component in the digital photographic printing process. To become proficient and excel, students need to develop the technical printing skill set. To become proficient as a digital photographer, students must print hundreds for prints in each of their classes. At times, when ink supply is limited, students are unable to reach their objectives in the classroom, thus limiting their student learning which negatively impacts the SLO and the class goals.**  **Providing digital ink will enable students to refine their skills in order to reach and exceed class goals and develop the technical expertise necessary to be digital photographers in today’s job market** | **100 @ $100 ea = $10,000** |
| **c2.** | **Studio lighting equipment kit**  **Softboxes**  **Scrims**  **Flashheads**  **Reflectors**  **Lightstands**  **Backgrounds**  **Light modification equipment** | **Goal 1** | **Goal 1** | **5** | **Studio lighting equipment kit is required to replace worn and unserviceable equipment. Currently the studio lighting equipment is over 13 years old and due to its poor condition which is patched together, resulting in less than desirable lighting. This makes it impossible to achieve SLO requirements in a timely manner and yields unacceptable student work products.**  **Replacing the equipment will provide students with updated technology in advanced lighting techniques, and achievable SLO and allows students appropriate skills for a competitive job market.** | **4,000** |
| **c3.** | **6-Roto paper trimmers** | **Goal 1** | **Goal 1** | **7** | **Roto paper trimmers are required to replace old and non-serviceable paper trimmers. New trimmers will provide the 300 plus photo students the ability to cut, trim and mount for professional display of all their photographic prints thus supporting current SLO and departmental goals and serve to enhance their proficiency for all photographic classes.** | **6 approx. @ $499 ea.**  **= $2994** |
| **c4.** | **Multi flash-head location lighting kit**  **3 flash heads**  **3 light stands**  **Power supply**  **Reflectors**  **Umbrellas**  **Case** | **goal 1** | **Goal 1** | **8** | **Required to replace worn out and nonfunctional lighting kit. This new equipment will support SLO requirements and allow portrait and commercial students’ location lighting to create images in a variety of non–studio environments, providing refined skills and techniques required to be successful in a highly competitive market.** | **$3,000** |
| **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 Number for all Resource Request categories** | **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.** | **Digital printer/equipment maintenance and service agreements** | **1** | **1** | **10** | **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. Sub optimized 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** |
| **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 Number for all Resource Request categories** | **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.** | **Funds for Temporary or Student workers 230010/240010** | **1** | **1** | **9** | **Temporary laboratory assistants (2) and digital laboratory assistant (1) are required to augment the day and evening photography 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), cleaning and maintenance of learning environment, as well as overseeing the digital printing laboratory.** | **Temporary hourly employee (3) required (approx. $12,800** |
| **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 Number for Position Requests in Step V Only** | **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.** | **ISA-1 AT 45% Classified and Administrative (contract) positions requests for academic year 2014-2015** | **Goal 1** | **Goal 1** | **1** | **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 and unsafe learning environment and student learning objectives will be negatively impacted.** | **$46,568.93** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**