**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: Radio & TV** | **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.**  **Pat Hahn, Lisa Faas** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. We support and encourage students who are pursuing transfer-readiness, employment in the broadcast field, digital broadcast arts, general education, 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.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **Very similar to college mission with specific additions regarding the Digital Broadcast Arts area.** |

**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 adopted a new program name to better reflect today's broadcast industry. The name change from Radio and TV to Digital Broadcast Arts has been well received by students. They like the name and feel it reflects a broader and more modern tone. However, there are growing pains. For example, this form is still labeled RTV not DBA by the college. The RTV name has been around for over 25 years and many students said they could not find our program to register for classes. They did not know to look at Digital Broadcast Arts. We asked Instruction to continue listing RTV with a link to DBA in the on-line schedule. That was done this Spring 2014 semester but not until the first week of school. It has been implemented to continue thru Summer 2014. The change to DBA is a good change, but it will take a while to educate the public and incoming students where to find our outstanding classes. To help educate the public and educators, we produced 2500 color brocures which were distributed to HS counselors and teachers. During the name change process, we had the opportunity to exam each class and its curriculum to make sure it included our SLO goals, and addressed the assessment or areas we may have been lacking.**   1. **How did you implement and evaluate those curriculum changes?**   **We implemented a name change to DBA which was done through a long process of research of other schools around the country and interviews with industry professionals and students. We learned that students interested in broadcasting were unaware of looking for RTV or radio and TV under course listings. The first place many of them looked when searching for approprite classes was under "Digital" .The word or term Digital is now a key word with today's students when looking for or taking broadcast courses. We had a long discusion with AZ State Univeristy and Central Michigan State who added "Digital" to almost every class name. They saw a definitive increase in enrollment the year after the name change. Digital Broadcast Arts is a better reflection of todays broadcast industry. The broadcast industry as of 2014 includes: On Air, E mail, Podcasts, Video Streaming, Mobile streaming, Online Clubs, websites, and social networks. We have been conducting informal surveys in the Spring 14 classes to see the result of the name change.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **With the college in a no-growth mode the past several years, we were forced to cut a number of classes and sections. Our plan was to bring those back when we return to a growth mode.**   1. **How did you implement and evaluate those class scheduling changes?**   **Having the educational needs of our students match the SLOs the DBA/RTV degree was shortened to 30 units vs. the previous 36 units. We reavaluated each of CORs based on the SLOs. In Spring 2014, we added two new sections of DBA 100 -a G.E. Humanities course. We have been evaluating the changes with informal surveys of students in the Spring 14 classes. We found to-date the name change meant a clearer meaning for students of what the classes and program is teaching.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We requested a full time instructor. The goal and prime duties would be Radio education. It has been 8 years since we lost our last professor. 68% or our classes are taught by adjunct. We requested a new full time instructor.**   1. **What is the current status of the plan you articulated?**   **We have submitted the Faculty Rationale Form each year for the past 8 years. Note: We didn't get a faculty position.** |
| 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>   **$40,495**   1. **How were those funds spent?**   **We purchased much needed 16x9 monitors for the Q-1 TV Studio teaching lab along with two live back packs. A live backpack allows the student (A TV News Reporter) the ability to do a live shot/report from anywhere, any time. No microwave or satalite is needed. A diffinite hole in our training was student's learning and experiencing how to do live shots. Live shots make up 70% of a nightly newscast. Until the purchase of the backpacks, students did what are known as Look Lives, or faking you are live from a location. Today a student can, for example, be outside the Vista Courtroom and report a story live. This increases the training needed for our students to move directly into professional TV News careers.**  **The purchase of the monitors allowed us to meet our goal to remodel our Q-1 teaching lab to better use the space we were limited to. The final result was an increase of 14 students in the teaching area. From our research we found we had a hole in our TV News instruction. It was the ability for students to do a live news report from various locations. In the past, students did Look-Live which is a fake live shot. This pretend process resulted in students not having the experience and skills needed when they applied for professional broadcast news jobs. The equipment is being implemented Spring 14 semester.**   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>   **We requested but were not prioritized for the needed Instructional Support Assistant II.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **NA-Did not receive request.**   1. **Number of students affected**   **120 students**   1. **Other**   **0**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **We have been asking for seven years for a permanent Assistant PT staff person to work as the edit night lab person. Our classes, especially our news classes, operate in the evening. The live Newscast and Sportscast are cablecast in the evening. It is the only time the channel is available from the County of San Diego Board of Education ETV Channel. In addition, the lab is used by the Cinema program whose hundreds of students work into the evening on their projects. Because of the complexity of the lab, it requires a person with special skills and knowledge. Because of day and hour restrictions, we keep losing our lab people. We then have to retrain which leaves our students without the best people to assist them.**  **Character Generator. It is important to teach studnets how to produce and use a air live graphics generator during a TV Program. These are things like names, location, story name, etc. We currently do not have the abilty to teach this area. It is an important element of their training and something needed for future employment.** |

**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.**  **Our enrollment grew from 635-702 from 2012 to 2013, despite dropping several classes because of budget problems. Our rentention rate continues to be strong at 92.8. The census load continues to be around 73%. We believe this has more to do with the room size than having adequate number of students. Any number above 20 in our teaching lecture lab courses makes it difficult to provide students with the nessasary training and attention they need. We have, however, been adding sections of our DBA 100 Intro to Radio and TV course which is a G.E. Humanities course. We have found a need for these. Our census load will go up with these additions.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **YES** |
| 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.**   **Our activities included assessing student test results in our DBA courses, employment of students, and have added new SLOs to broaden our assestments.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **We learned that our DBA 100 students are getting a good grasp on the importance of news as part of a free society but are still having problems understandng the difference between a TV Newscast and a TV News Program. More emphasis will be placed on this concept. We learned that students were unable to conduct a live shot, and thus get jobs in TV News. We were not teaching this tecqnique because of lack of equipment. A TV News Live shot is the ability for a reporter to stand and effectively communicate a story in 90 seconds or less, live from a remote location. We learned our degree requirements were overwhelming, so we lowered the unit total for our degrees, purchased equipment to meet the Live Shot needs, and marketed our program degrees and certificates to push more students into the class.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **We found we are doing a good job in fulfilling each of the objectives in the SLO. We have improved greatly in aquiring modern technology, but still have a way to go to meet our objective of teaching and training on equipment used in todays broadcast entities.** |
| 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 have reviewed similar programs at the 4-year university level along with confering with local broadcast professionals at our annual advisory meeting. We found we need to continue to keep our equipment/software up to date and include as many professional level activities and training as possible to help insure employment and entrance into the univeristies.**   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.**   **We found we must make a decision on what editing software to teach based on the recent change of Apple to their new Final Cut Pro 10. Much of the professional industry is on the fence whether to stick with Final Cut Pro or switch to another brand. We will know more at the Spring 2014 advisory meeting. We also learned we need to move toward more single-camera production in our TV production courses. Radio news is an area we are not teaching but should. A large employment base is there. We plan to bring back our DBA 140 Radio News class.** |
| 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.)**   **The latest RTDNA/Hofstra University Annual Survey found that TV news staffing soared in 2011 -- adding 1,131 jobs -- to reach total full-time employment of 27,653.**  **That's a gain of 4.3% over 2010 and the highest average full-time TV news staff ever. However, overall, it puts 2011 in second place for total TV news employment. First place is still held by year 2000. The average station newsroom employment then was less than today, but more stations originated local news.**  **Overall, there are now 755 TV stations originating local news -- running that news on those stations and another 242 stations using network news for a total of 967 stations airing local news.**  **Top replacement hires:**  **1) reporters**  **2) producers**  **3) photographers**  **4) anchors**  **5) multimedia journalists**  **6) weather**  **7) associate producers/news assistants**  **8) web**  **9) tape editor and sports.**  **Top new hires:**  **1)producers**  **2)reporters**  **3)web**  **4)anchors**  **5)photographers**  **6)multimedia journalists**  **7)tape editor**  **8)weather, associate producers/news assistants and executive producer**  **CA.EDD statistics:**  **Radio and TV announcer -- the growth is projected to rise 13.5% in the next two years**  **Film and Television editors -- a projected growth of 17.5% in the next three years**  **Producers and directors -- a projected growth of 23.7% in the next two years.**  **Reason for growth is the huge proliferation of additional cable TV channels.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **We offer the majority of training and education needed for students to find employment or transfer to a four year school.**   1. **Weaknesses**   **We are still not offering training in all aspects of TV production, TV news, and radio news. This has much to do with missing equpiment or software.**   1. **Opportunities**   **The television production industry along with content for the web is growing at a tremendous rate. New channels are being added almost weekly. Someone has to shoot, write, edit and produce the content for those channels. We want to ensure our students are ready to fill the upcoming positions.**   1. **Challenges**   **Classroom space. We do not have a dedicated teaching media lab. We are constantly bumping heads with other disciplines to get access to their facility. This makes it very tough to schedule classes at times that ensure the students proceed quickly thru our program on their way to degrees, certificates, and careers. We may be the only ones on campus in this situation.** |

**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** | **Establish a dedicated Media Lab with up-to-date computers, software for use by DBA and Cinema students. In addition, current labs need to have necessary teaching software and facilities to have a PT permanent lab assistant 1 in our Q-9 teaching lab. Our media lab and edit teaching lab classes include radio production, audio editing, beginning editing, intermediate editing, advanced editing and TV/film production classes.** |
| **Plans/Strategies for implementation** | **Request and receive district support for computers and facility space to meet this critical need in the DBA program.** |
| **Outcome(s) expected (qualitative/quantitative)** | **A modern, technology media lab for students to learn the essential skills and knowlegde needed to transfer to a university, complete an Associate Degree or Certificate, and gain employment in the media field.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Hire a full-time Radio Instructor and part-time Instructional Assistant to improve student learning in Radio/Audio, and Video/Editing classes.** |
| **Plans/Strategies for implementation** | **Research and submit request forms for Faculty and Classified positions.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Students will have increased, personal learning opportunties with a full-time Radio instructor. This position will directly benefit and support student success.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Review curriculum of editing and production classes with faculty from Graphic Communications Dept. Currently, our programs jointly offer a Digital Video AA and Certificate.** |
| **Plans/Strategies for implementation** | **Meet again with faculty, Dept. Chairs, Division Dean, Senate President and Curriculum Co-Chair to review overlap of coursework.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Improve clarity of coursework and sequence of classes for our students.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Have a budget necessary to maintain our teaching equipment and facilities.** |
| **Plans/Strategies for implementation** | **Evaluate previous expenditures in this area and have in the prp the dollars reflective of our needs.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The abilty to properly and quickly maintain and or repair needed teaching equipment used by students.** |

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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 are about teaching and improving our student's future success. We push to offer more learning opportunities in the classroom, and work in the community. Student learning outcomes are very important to our program.**   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>   **DBA goals align well with the College's Goal 1: Student Connections, Pathways, Learning, and Success-**  **Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals.**   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.**   **We have discovered a major overlap of the DBA curriculum taught by the Graphics Dept.** |

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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.** | **SDI quad splitter for Q1. This device allows a 16 x 9 TV monitor to be split into four quandrants allowing us to save considerable space.** | **1** | **1** | **1** | **We recently upgraded to flat panel monitors in the control room of the Q-1 studio. This was made possible by the donation of two quad splitters. These are devices that allow four video sources to be displayed on one video monitor. One of the units is quite old and has a limited life span. We need to replace it before it dies and cripples the video production operation in which students learn beginning and advanced video production methods. The control room is used by our DBA 120 and DBA 220 students; these are cornerstone classes in our program.** | **$1600** |
| **a2.** | **6 HDV camera kits.** | **1** | **1** | **4** | **Our video cameras are aging and becoming obsolete. They were purchased when video tape recording was the industry standard. Today's professional television operations utilize what is known as an I.T. work flow that is tapeless. We need to teach students the skills needed in this environment in order to prepare them for the marketplace. The cameras are used by our DBA 240 classes which produce the Emmy award-winning shows: North County News and Prep Sports Live. They are also key teaching tools in our Beginning Video Production class (DBA 120) and Advanced Video Production (DBA 220). We are launching a student-produced entertainment program which will also utilize these cameras.** | **$5900 per x 6 = $35,400** |
| **a3.** | **Camera slider** | **1** | **1** | **5** | **A camera slider is a video production tool that allows for smooth camera moves. They are quickly replacing the cumbersome Jib and camera dollys that have been staples of the film and video industry. To offer a relevant education for today’s marketplace we need to incorporate the tools of the industry. The camera slider will be used by our DBA 240 classes which produces the Emmy award-winning shows; North County News and Prep Sports Live as well as our Beginning Video Production class (DBA 120) Advanced Video Production (DBA 220) and in our students in our Cinema program.** | **$1,000** |
| **a4.** | **Cell phone cards for ongoing live shot gear -** | **1** | **1** | **3** | **We are using a system for live shots within out TV news productions North County News and Prep Sports Live. It is a called “bonded cellular” system in which high definition video is transmitted via multiple cellular phones back to the TV station for live reporting. This is an inexpensive way to replace and accomplish what microwave transmission or satellite transmission can do.**  **Live shots are a staple of Television News Operations. For students to find employment they need to have training and experience with live shots. We need ongoing support to pay for the cellular service subscriptions used to operate the live shots system.** | **$600.00 per month x 10 months = $6,000** |
| **a5.** | **TV Character Generator with interface to EZ News script program** | **1** | **1** | **2** | **The character generator is the machine that creates the name titles during live broadcasts.**  **We, along with PCTV, do not have a High Definition system in place and thus are not teaching students this important component of broadcasting. The interface to our existing EZ News script organization program will provide a real-world work flow for TV graphics.** | **$24,000** |

| **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.** | **9 computers capable of running sophisticated video editing software**  **Mac Pro computers** | **1** | **1** | **8** | **The Apple Pro computers in our Q-9 editing suites are reaching the end of their life cycle. We need to replace them with computers powerful enough to run professional editing software like Avid and Adobe Premier with their 64 bit operating requirements. Editing is a critical part of our DBA 240 classes which produces the Emmy award-winning shows, North County News and Prep Sports Live. The edit suites are also used by our Beginning Video Production class (DBA 120) Advanced Video Production (DBA 220), Beginning Editing (DBA 170) and Advanced Video Editing (DBA 270) students as well as the students in our Cinema program.** | **$4430 per x 9 = $39,870** |
| **b2.** | **Server upgrade** | **1** | **1** | **6** | **We need to enhance the storage and operating capability of our server. Today’s television operations utilize an I.T. workflow where video is stored on a central server and accessed by editors, reporters, photographers and on air personnel simultaneously. The computer equipment for this sort of demand is very sophisticated. We need additions for our system to be able to handle the demand so that we can train students in the IT workflow in the most realistic way.** | **$15,000** |
| **b3.** | **2 MAC LAP TOP COMPUTERS for Instructors** | **1** | **1** | **7** | **We teach several Mac-only softwares including Final Cut Pro. We cannot grade, create learning content, or produce learning exercises at work because we only have PC's. We can only do it from home and only if we purchase our own Mac's.The laptop allows us to bring the computer and its content to class to teach. The current situation is very limiting.** | **2 x $4500= $9000** |
| **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.** | **Funds for various student award competitions such Emmys, BEA etc.** | **1** | **1** | **11** | **Award such as Emmy's give students and the college huge recognition. An Emmy award on a resume separates our studnets from the competition. Entering and winning the awards verifies what we are teaching, and the tools we use to teach, is correct.** | **$1000** |
| **c2.** | **Professional memberships** | **1** | **1** | **12** | **Faculty and institution memberships allow students to enter competitions, apply for national scholoships, (we have won two national BEA scholorships), and apply for professional-level internships.** | **$600** |
| **c3.** | **MIsc Production equipment repair and parts** | **1** | **1** | **13** | **This is to replace a variety of parts for the student production equipment which breaks or wears out over time. Examples are mic clips, foam screen etc.** | **$500** |
| **c4.** | **Website domain** | **1** | **1** | **14** | **The DBA TV and Radio programs have website domains which must be renewed on an annual basis. The webistes are there to display students' work to potential employers and the general public.** | **$500** |
| **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.** | **Ongoing maintenance for TV production truck** | **1** | **1** | **9** | **We have a production truck which is outfitted with a video control room. The truck is used for on-location events like football and basketball games. The truck is old and needs continuing maintenance to ensure its road worthiness and safety for students and staff.** | **$2000** |
| **d2.** | **Virtual set software** | **1** | **1** | **10** | **A virtual set is a graphic background used during the Chroma key process that is part of the magic of TV. Chroma Key is how the local weather person is able to stand in front of the maps, etc. The virtual set background packages are highly stylistic offices, theaters and other locations. It is a cost-effective way to create environments for various television productions without the expense and logistics of creating physical sets.** | **$2000** |
| **d3.** | **Weather graphic software** | **1** | **1** | **15** | **In our strategic plan we will train students to be TV Weather people. To do this we need the same weather software students will use at TV station. Weather graphics is a main component in TV Weather.** | **$10,000** |
| **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.** | **Temp and student workers for various lab and classroom needs.** | **1,2** | **1** | **16** | **DBA has several high end technical teaching labs which require knowlegable people to assist students during class and open lab time. There are safety issues with multiple rooms occupied at the same time and being taught by only one instructor. These temp/student personel need specific skills and knowledge.** | **$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 45% position to support Media Studies DBA/CINE teaching lab** | **1** | **1** | **1** | **We have been asking for 7 years for a permanent Instructional Assistant PT staff person to work as the edit night lab person. Our classes, especially our news and film classes operate in the evening. The live Newscast and Sportscast are cablecast in the evening. It is the only time the channel is available from the County of San Diego Board of Education ETV Channel. In addition the lab is used by the Cinema program whose hundreds of students work into the evening on their projects. Because of the complexity of the lab and its software, it requires a person with special skills and knowledge. Because of the mandated limited number of days and hour restrictions we keep losing our lab people. We then have to retrain, leaving students without the best people to assist them.** | **$46,568.93 per yr.** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**