**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: GC  - Multimedia and Web** | **Date 02/10/2014** |
| **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.**  **Lillian Payn, Wade Rollins, Mark Bealo** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of Graphic Communications is to provide our students with technical and creative skills through visual literacy and progressive technology with a foundation for career and educational advancement. We prepare students for: entry into skilled employment; achieving competency and currency in graphic communications-related industries; transfer to pursue advanced degrees and personal enrichment; and relevance in a multicultural and global market place. Our courses, programs, and diverse faculty offer a foundation in design and practical applications using industry-standard software, hardware and equipment for multiple output and delivery systems. By collaborating with multiple departments, Graphics creates a bridge among various disciplines.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Graphic Communications Department Mission is aligned with the Palomar College Mission Statement by providing an engaging teaching and learning environment for students of diverse experiences, needs, abilities, and goals. We offer 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 as global citizens living creatively in an interdependent and ever-changing world.** |

**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.)**   **CORs for GCMW 100, 101, 165, 201, 203, 204, 205, 206 and 229 were updated to reflect current industry trends in multimedia and web related to e-publishing, mobile devices, screen media and digital signage.**  **Advisory Board recommendations request that we develop courses that incorporate new technology. We received a number of various mobile devices via PRP funding and have faculty currently using the devices in beginning and intermediate level courses. Others are training on their use and updating curriculum to include their instruction and capabilities in current and coming semesters.**  **There is a growing need in industry for screen media (web, mobile device, digital signage, tv, etc.) designers who can incorporate social media and video skills. We are meeting this need by updating, developing and offering classes that are changing with present and future technology. We believe that this medium will fill the employment void that we have seen in web development with rising jobs requiring proficiency designing for mobile and smart devices and screen media.**  **We continue to update and equip our labs with the latest technology to meet industry and student needs.**  **We were making good progress toward becoming an Adobe Authorized Training Center with the addition of a part-time instructor getting certified, but we lost her to a full-time position in the industry. However, the benefits certifications offer our students help drive us to continue to pursue this area.**  **We made great progress toward including 3D stereo instruction in our curriculum with the addition of a second camera and identical lens kit in order to prepare students with skills and training to be successful in a tech-driven job market. We are still in need of a Mirror Rig and additional Lens Control system to complete these capabilities and are hopeful that funds will be available to do so.**   1. **How did you implement and evaluate those curriculum changes?**   **We are still in the process of implementing Adobe Certification training. The mirror rig and additional lens control system are still needed in order to finalize the transition to including 3D stereo capabilities into the curriculum. Instructors are incorporating the new mobile device technology we received and are using them in current semester courses as well as developing evaluation methods. We are using the HD cameras and new lenses to shoot greenscreen for video and compositing courses as well as student group projects outside of the classroom.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We planned to implement adjustments to scheduling based on statistical analysis results and industry recommendations from Advisory Committees. We continue to offer sections to meet the needs of our student population, including day classes heavily attended by full-time students, as well as evening sections that cater to working professionals getting retrained in new GCMW technology.**   1. **How did you implement and evaluate those class scheduling changes?**   **The chair developed a course rotation plan after analyzing historical data and trends in an effort to bring classes up to an average enrollment of 80% or better while still meeting the needs of full-time, online and night students seeking degrees and certificates or to transfer. Several course CORs were updated to reflect rapid technology advances, advisory recommendations and industry needs. Evidence that the plan was working became clear as semester data revealed an increase in average enrollment, but this was then dampened by the impact the loss of repeatability had on certain courses along with the roughly 8% decline in enrollment district wide this Spring 2014.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We reqeusted a new faculty hire for GCMW in the Year 1 PRP.**  **Courses in GCMW incorporate vastly diverse subjects including Motion Graphics, Web Design, Audio for Internet, Sound for Video, Digital Imaging and Illustration, Video Editing, Animation, Visual Effects and Compositing, E-Commerce, Game Design, Mobile App design and more. Over each of the past 5 years, between 60 to 75% (just about opposite of optimum full-time/part-time ratio) are taught by part-time faculty who often specialize in only a few of these areas. Current faculty already have to keep up with rapid technology changes and don't always have time to devote to learning a new area. As such, a new hire in GCMW would strengthen the program and provide the leadership to bring it back into proper balance.**   1. **What is the current status of the plan you articulated?**   **Need still exists and is relevant.** |
| 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>   **$18,500 for 2 identical lens kits for 3D Stereo cameras, $14,000 for 2nd camera to enable 3D Stereo filming, $6,250 for 3D LCD Monitor, $5,500 for Electronic Lens Control System, $2,700 for Lectrosonics Wireless mic kit, $11,000 for License/maintenance agreements, $6,000 for microphone kits for recording sound applications.**   1. **How were those funds spent?**   **All of the PRP funded items were purchased with the following details:**  **We received a second identical lens kit and second camera to enable us to teach 3D Stereo filming and production, but are still in need of a 3D Mirror Rig to mount the cameras and complete the setup.**  **We were able to get two LCD monitors instead of just one for the cameras with new technology that was released.**  **We bought an industry-standard Lectrosonics Wireless mic kit.**  **And we were able to purchase industry-standard microphone kits for recording sound applications.**  **About 75% of the $11,000 for license/maintenance agreements has been spent and the rest is awaiting bids from vendors and quotes. All of those funds are expected to be used in their entirety.**   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>   **Instructional Support Assistant III 100%, 12 months, prioritized by IPC as #11 on the ranking list. See GC Department PRP.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **GCMW 101, 165, 201, 204, 205, 206**  **Most of the 3D Stereo equipment and software has been received and is being installed and setup this spring 2014 semester. Faculty are training on those items we have, but the full capabilities will not be able to be taught until funds for a mirror rig become available. The LCD monitors and wireless mic kit will be utilized in several courses this semester with more additions in the fall and subsequent semesters.**    **The (IPC funded GC department request) Cintiques allowed students to interact directly with the screen to create graphics in various software applications. This was particularly useful for deaf and disabled students.**  **IPC funded cameras were used to shoot green screen projects in relevant courses, allowing students to work on compositing, camera/lens functionality, as well as lighting and audio production skills. Other courses had teams of students work outside the classroom on group video projects, but the limited number of cameras available created a bottleneck that hindered their experience and learning. We hope to rectify that with the addition of four more in this PRP funding cycle.**   1. **Number of students affected**   **Based on current department data, approximately:**  **100 in fall 2013**  **98 in spring 2014**   1. **Other**   **A GC group made up of 30 current and former students and faculty from various departments along with industry professionals collaborated over the 2013 summer in the San Diego 48 Hour Film Competition. Their entry that weekend ended up getting nominated for best cinematography and use of GoPro camera footage and provided a wealth of real-world production experience for the entire team. Their entry was written, cast, shot, edited, scored with original music and vocals, and delivered on-time within the 48-hour period. Getting real-world experience with industry-standard equipment, technology and software was something that all of those involved found invaluable in this all-volunteer collaboration.**  **About 100 students, staff, families and friends attended the first GC department Student Expo, competition and open house October 24, 2013, in which many of the projects using these IPC-funded items were showcased along with tours of the facility. Another Student Expo and outreach to local high school graphics programs is scheduled March 11.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **Carried over from 2012-13:**  **3D Stereo Camera Rig: $6,500**  **Headphone kits: $2,000 For use while editing, monitoring, on location and in studio multimedia projects.**  **Software Plugins: $2,000 Allows us to teach industry standard plug-ins in audio for video sections of our courses.**  **Instructional Support Assistant III 100%, 12 months $46,219, ranked #11 in IPC Position Priorities 13-14.**  **Student Print Production and Multimedia Lab Assistants: $18,000. See GC Department PRP.** |

**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.**  **GCMW enrollments continued to increase from 282 in 2007-08 to 528 in 2011-12 until 2012-13 when severe cuts affected the entire campus. We will have to wait for the current year's data to see the effects of the rotation plan that was implemented.**  **Degrees and Certificates in GCMW have consistently increased over each year in the provided data, outpacing the district which declined in awards given in the 2012-13 year.**  **Pass rates for GCMW day students exceeded the district average over the entire data period of 2007-2013. GCMW evening students faired even better from 2008-09 on surpassing the district numbers between 5.5 and 17%! DistED students in GCMW didn't fair as well as face-to-face classes, but did reflect comparable rates with the overall district data. The technical nature of online courses in GMCW may be part of the cause of the lower numbers. More investigation needs to be done in order to ascertain what the real issues may be for the lower than district average numbers.**  **Retention rates were reflective of district rates with only sligh variaion higher or lower.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **We strive to continue to offer night courses to meet the needs of those students who can't attend at other times. This population tends to be working professionals updating their skill sets, and their diligence is reflected by their higher pass rates.**  **Marketing efforts and budgets are needed to better reach the High School students who are already getting introduced to GCMW-related programs, technology and software. Our capabilities continue to grow, but that ends up only mattering to those who enroll and the employers who benefit from the skill sets our students learn. It doesn't benefit those who don't know about our programs and offerings.**  **Technology has a definite cost associated with it, and industry counts on the community college system to train the workforce of tomorrow with the skills necessary to succeed using industry-standard equipment. We in GCMW continue to strive toward meeting the needs of both our students, and industry.** |
| 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.**   **SLOs continue to be assessed and recorded. New technology and equipment provided through IPC funding and other avenues has expanded the capabilities of numerous courses. SLOs for relevant sections are being updated to reflect the curriculum changes and additions.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **No changes are anticipated at this time due to the high success rate of assessed SLOs. Additional SLOs will be added in order to assess other areas in an effort to make sure our courses are effective across the term.**   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 learned that certificates and degrees continue to be increasing and that program SLO assessments remain encouraging due to the success of our graduates. No changes planned at this time.** |
| 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).**   **Challenges common to the higher education community: "Too often it is education's own processes and practices that limit broader uptake of new technologies. Much resistance to change is simply comfort with the status quo, but in other cases, such as in promotion and tenure reviews, experimentation or innovative applications of technologies are often seen as outside the role of researcher or scientist, and thus discouraged. Changing these processes will require major shifts in attitudes as much as they will in policy."**  **We updated a number of our courses to incorporate the ability to create publications and apps for mobile devices. The NMC Horizon Report spoke of this by stating "In higher education, it is now a bit of an anomaly for a university to be without its own branded tablet app that integrates features like campus maps, access to grades, university news, and more." We are trying to rectify that anomaly here at Palomar with a planned course that teaches that very technology!**  **Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., and Ludgate, H. (2013). NMC Horizon Report: 2013 Higher Education Edition. Austin, Texas: The New Media Consortium.**   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.**   **Surveyed students in the GC department are excited about the possibilities and skills that will be covered in these courses and with such technology. But first we need to acquire the funds to purchase the technology.** |
| 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 Department, Labor Market Information for Educators/Trainers at:** <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.)**   **Multi-Media Artists jobs in San Diego County are projected at 10% growth from 2010-2020. When combined with a growth market of 19% for graphic designers over the same period, the Graphic Communications Multimedia and Web program is producing skilled workers for the 0614 top codes in steady demand over the next 6 years. By preparing our students for entry-level and skilled postions in both fields, their chances for employment have increased ten to twenty percent.**  **"Initial research indicates that biotechnology, digital media and green technologies all represent relatively new sectors that include occupational opportunities ranging from those that require short-term training to those that demand more advanced education. These newer sectors are often driven by technology that can create rapid change in how they are defined, the kind of workforce they need and the preparation required to enter employment. Moreover, as they include emergent occupations, labor market data produced by federal and state agencies do not always reflect the breadth of jobs in these industries, making it difficult for community colleges to pin down specific labor market needs.**  **Digital media. This sector appears to be the most dynamic and rapidly changing of the three investigated, and therefore the hardest to define. Digital media skills are in demand across a broad range of industries and include the ability to create interactive content forms such as animation, game design and development, interactive design, social media and mobile computing." "Regardless of the position, digital media employers reported a strong desire for those with practical, demonstrable experience." "Reflective of this sector’s more emergent nature, this research revealed that California’s community colleges have launched a broad range of programs that prepare students for either entry-level digital media positions or advancement in current employment. These options include short- and long-term certificates and associate’s degrees under either the Digital Media (0614) or Graphic Art and Design (1030) TOP codes." One final point of interest in this report was the one of the ending questions "If neither California’s community colleges nor its public universities have the appropriate programmatic tools to respond quickly to employers’ changing workforce needs in these sectors, what new structures or arrangements should be explored?" We believe that Palomar College is supporting the GC department to be able to respond quickly to industry and workforce needs.**  **From: http://www.rpgroup.org/sites/default/files/Emerging%20Disciplines%20Brief%20FINAL.pdf**  **Detailed data follows with San Diego estimated current and projected numbers.**  **Occupation Est. - Projected Year Est. Employment Proj. Employment %**  **Multi-Media Artists and Animators 2010 - 2020 1,090 1,200 10.1**  **Graphic Designers 2010 - 2020 3,360 4,000 19.0**  **Film and Video Editors 2010 - 2020 270 290 7.4** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **We utilize equipment and software that allows students to experience industry-standard work flows.**   1. **Weaknesses**   **The cost of incorporating modern and relevant technology conflicts with budget restraints.**   1. **Opportunities**   **Expanding technology allows us to selectively choose software and hardware than can be cost effective and help the student learn industry standards.**   1. **Challenges**   **Finding equipment and software that is cost effective and used in the industry.** |

**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** | **Incorporate 4K Ultra HD technology.** |
| **Plans/Strategies for implementation** | **We have received 4k cameras to record, and are getting new computers installed that can edit and produce 4k projects, but need 4k monitors and a robust storage area network solution to complete the transition. These are being requested via the PRP process.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Effectively work with 4K editing and output to meet industry standards and prepare students for future job opportunities.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Creation of content and applications for mobile devices.** |
| **Plans/Strategies for implementation** | **Create video and interactive applications through a graphic-based foundation.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Student will gather content based on client need (athletics is first department to participate), edit to final version, and author an app for mobile devices and digital publications.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Complete the technology needs to be able to instruct and demonstrate students in 3D Stereo projects and technical requirements.** |
| **Plans/Strategies for implementation** | **Acquire the funding, receive the equipment and technology, train GCMW faculty in its use and instruction methods, and incorporate it into curriculum.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Student creation of 3D Stereo content and projects for various screen media output and gain employable skills.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Support our faculty with professional development and opportunities to update their industry knowledge, skill sets, and establish relevant contacts with vendors and other educators at trade shows and conferences.** |
| **Plans/Strategies for implementation** | **Perkins is no longer funding out-of-state travel, and the vast majority of the conferences relevant to GCMW faculty are not in CA. Therefore, the only plan we can follow is to request travel funds via the PRP process.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Conferences and expos are invaluable to keep our faculty current and relevant in industry trends. In addition, such events are the places where our faculty establish the business relationships necessary to stretch limited budgets and funds by seeking out companies eager to work with education. Faculty are better prepared to teach cutting-edge technology when they keep current, and are more effective in planning for future needs when they understand the direction industry is headed in.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Goals 1, 2, 3 and 4 align by bringing industry-standard equipment and technology to provide an engaging teaching and learning environment and supports students seeking technical training. Helps prepare students to contribute effectively and creatively in industry.**   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>   **The GCMW goals promote learning and success by supplying students with the industry-standard equipment and technology implemented into the academic program in an effort to improve and promote student learning and achievement of goals. By getting trained on relevant technology, students of the GCMW discipline can focus on career pathway opportunities in the industry. Being relavent to industry also has the added benefit of strengthening business partnerships to increase college connections and student-learning experiences and opportunities. Our goals are geared to support our diverse faculty and staff who are committed to learning and achievement. The quality of GCMW courses and capabilities helps to attract qualified candidates for employment who want to work in a reputable and effective program. Being relevant to industry by keeping up to date with technology and innovations strengthens the knowledge and skills of GCMW faculty and staff.**   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.**   **The computer lab rotation plan needs to be implemented district wide and not left to individual departments and disciplines having to request funds via the PRP process. This needs to be a line item. We were able in the AMBCS division to get together with chairs and representatives from each area and describe the computer lab "power" software and hardware system requirement needs for each lab. That breaks down into four levels of computer lab requirements: A) High-End requirements, followed by B, C, and D) Low-Level. In the graphics department new computers will always go into our high-end lab, with current computers being pushed down to the next level B lab, and so on. That is a standard process. Computers have 5 year warranties. This rotation plan works, if implemented. It was not funded for the past two years and finally is being addressed this year.**  **There is another issue that arose in those meetings. IS plans to replace around 80 instructor station AV computers across the campus with computers powerful enough to run the highest-end need of any instructor who might end up using any of those rooms. While that seems like a good idea, it is likely that a large number of those computers will never be utilized by an instructor with high-end power requirements. Those high-end computers come with added cost. Currently it seems that there is not much faculty input on technology decisions that will end up ultimately affecting them and the students, either positively or negatively. This needs to be rectified since it seems to be an IS decision independent of faculty input, but with direct impact on the end users and their students.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed steps I – III, identify the resources needed to achieve the goals and plans identified in Step III. Categorize resource requests as noted below. Provide rationale for requests to get better information. Please note that all resources allocated are for one year only.  NOTE: DO NOT INCLUDE RESOURCE REQUESTS THAT DUPLICATE REQUESTS FROM OTHER DISCIPLINES IN YOUR DEPARTMENT. PLACE REQUESTS COMMON TO TWO OR MORE DISCIPLINES ON THE FORM “Academic Department Resource Requests”.** |

**a. Equipment (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) | **Prioritize these requests (1, 2, 3, etc.)** | **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.** | **4 Ultra HD video camera kits w/accessories (lens, battery, etc)** | **1, 2** | **1, 3** | **2** | **Currently only have a couple matching cameras for students to complete projects. Classes typically have between 4-6 group teams that must shoot projects outside of class, and often there are other courses sending out groups at the same time. These much needed kits improve student access to equipment and allow them to learn and achieve their project requirements in a timely manner.** | **20,000** |
| **a2.** | **Electronic Lens Control System** | **1, 2, 3** | **1, 3** | **3** | **Both lenses in a 3D stereoscopic camera setup have to maintain focus, zoom, and iris sync. This device makes that possible and provides students with real-world experience. The IPC funds we received last year for this purchase only allowed us to get part of a complete system. These funds would complete the system. Ranked 3 because of faculty agreement on most pressing needs.** | **5,500** |
| **a3.** | **Network digital audio interface** | **2** | **1, 3, 4** | **4** | **Expands the audio capabilities and enables larger collaboration projects between departments and disciplines.** | **3,000** |
| **a4.** | **4K camera protective housing w/ power distribution and attachments** | **1, 2** | **1, 3** | **5** | **We were able to get one of these for one of the two matching 4K cameras we do have. Provides protection to the equipment, lots of mounting areas for attachments, along with power distribution for external monitors, lens controll systems, lights, audio gear, etc.** | **3,500** |
| **a5.** | **3D Stereo Mirror Rig** | **3** | **1, 3** | **6** | **This is the last item we need to complete our Stereo 3D capabilities and bring that technology into our curriculum. It has been close to a 3 year process to put all of the pieces together via PRP funding.** | **6,000** |
| **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) | | | | | | |
| **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) | **Prioritize these requests (1, 2, 3, etc.)** | **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.** |  |  |  |  |  |  |

| **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***](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) | **Prioritize these requests (1, 2, 3, etc.)** | **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.** | **20 Video/Audio input and recording devices** | **1, 2, 3** | **1, 3** | **1** | **Allows students in begging courses to shoot video on location, generate content for audio and video projects, and work in resolutions up to Ultra HD.** | **8,500** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **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) | **Prioritize these requests (1, 2, 3, etc.)** | **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.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **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) | **Prioritize these requests (1, 2, 3, etc.)** | **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**

**f. Enter requests on lines below. These requests will be used by IPC to develop its annual Staffing Plan priorities.**

| **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) | **Prioritize these requests (1, 2, 3, etc.)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** |  |  |  |  |  |  |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**