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| **Discipline: Cinema** | **Date 02/03/2015** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date   (00/00/0000)** |

**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.  (ACCJC Standard I.B3; AB-1725, 10+1)

**Purpose of Program Review and Planning:**

Program Review and Planning for Years 2 and 3 provides a “check-in” on the Year 1 Comprehensive PRP. The PRP documents the vision and planning for a program or discipline. It also provides information for the development of the College’s Strategic Plan goals and annual objectives, documents overarching themes/issues occurring across academic programs and instruction, identifies the needs for resource allocations, and identifies department needs for developing the annual Staffing Plan update.

[**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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| **List everyone who participated in completing this Program Review and Planning Document.**  **R. Lisa Cecere**  **Candace Rose**  **Garrett Chaffin-Quiray** |

**STEP I. Evaluation of Program & SLOAC Data.** In this section, examine and analyze updated program data, the results of SLOACs, and other factors that could influence your program/discipline’s plans for the current year. Consider trends and any changes in the data as they relate to this year’s analysis.

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| 1. **Analysis of Program Data. Review and comment on any significant changes or noted concerns since last year’s PRP.**   **(For enrollment, WSCH, & FTEF data, use Fall term data only).**   * + 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>).   The Cinema program recognizes that the data reflects a drop in WSCH, census enrollment and full time equivalent student hours since 2012. The reasons for these are many and reflect declining enrollments campus, state and country-wide. While the recession brought our numbers up, its lingering presence has led people to abandon further studies and job improvement in order to make a living. Also, declining high school graduation populations and rising tuition costs are reflected in these lower enrollment figures. In spite of this, our census load percentages and WSCH/FTEF numbers are above the college averages.  We also recognize that some of our class sizes have lessened due to class cancellations necessary during the recession. Our Cinema 100 class at Mt. Carmel, for example, struggled last year to get adequate enrollments as the site had been closed for some time and the public had little knowledge that it had reopened. If Fall 2014 and Spring 2015 numbers are any indication, we are seeing the growth in this class section at this location and are optimist for future classes.  In spite of the fact that we added classes in 2014 that were cut in the preceding years, the effects of these cuts to our schedule will take some time to reverse. We still are not able to offer enough choices in the variety of classes offered in our program. This fact may have turned students away, to seek programs with more offerings.  In a more positive light, there was an increase in the number of degrees and certificates awarded in the 2013-2014 year in our program. For both degrees and certificates, the numbers increased more than four times, from 1 in 2012 -13 to 4 in 2013-14 for both. We attribute this increase to the curriculum and schedule changes of the past year. We have begun a digital certificate program, crosslisted more courses with Digital Broadcast Arts, enhancing both programs, and have shifted schedules between the two to adjust for schedule conflicts.  We continue to see strong enrollments in the majority of our Cinema courses and they stay robust from the fact that many of these courses are transferable to the University of California and California State University systems. |

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| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, summarize your planned SLOAC activities for courses and programs for the current academic year. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>   The Cinema Program’s student learning outcomes (SLOs) are proving effective in all film courses as they accurately reflect our courses’ objectives. The diligent and prepared student completes each course with a knowledge of film grammar and the ability to use this terminology to critically analyze film. Assessment results show conscientious students recognize the importance of the filmmaking process and the techniques used to create a film. Film techniques and aesthetics are included in all courses of our program. Screening of significant films and the study of leading film artists and their contribution to film art continues to be an important part of the curriculum.  We continue to use our program and course student learning outcomes as a way of evaluating the effectiveness of the curriculum and recognize their link to student retention and success. Over 80% of the courses have at least two student learning outcomes and each course is assessed each time it is taught. We are confident that the outcomes are relevant for each course and we continue to fine-tune them as necessary. A combination of written papers, essay questions and surveys are used to assess outcomes in film studies classes. Group projects, papers and exam questions are used for the production courses. These materials have proved effective as we engage in the SLOAC process. We paid special attention this year to our program SLOs, making sure they are reflected in all of our courses.  Our two greatest challenges are:  It has been difficult to regularly and thoroughly assess and evaluate all of the courses in the curriculum as a higher percentage have been taught by part-time faculty. While our adjuncts want to help, they are not always available to do so. For a few of these courses, they are the only faculty teaching these sections. With the addition of a new full-time faculty member to our program in the fall of 2014, we now have two full-time Cinema professors who can work together to gather assessment results and study them closely to see what parts of the curriculum are working and which ones need adjustment or improvement. It is our intent to do so in a more timely and thorough manner.  The technology we use in the room that is the primary lecture hallroom for our classes taught on the San Marcos campus is ineffective for our needs. At the center of any film studies program is analysis of the film image. To do this we must have a projection system that shows it at an optimum level. The projector in this room, P-32, is not up to the standards for correctly teaching the aesthetics of film, a key part of our student learning outcomes. If we are trying to teach a concept that relies on depth of field, dynamic range, latitude, resolution, color rendition, etc. and cannot do so because it can not be seen accurately with th equipment provided to us, we do the students a disservice by not imparting the information they need to successfully complete learning outcomes. This frustrating situation needs to be rectifed with the installation of a proper, high-end video projector.  With the addition of Cinema 123, Queer Cinema, to our regular schedule, SLOs were created and assessed. Positive results led to it being added each year.  For Cinema 125 and 225, SLOs were studied and refined to reflect the differences between beginning and intermediate production skills. Close monitoring of these courses will continue in the future .  As a carry over from last year, both History of Film courses, Cinema 102 and 103, will have an additional SLO to reflect students' knowledge of film grammar. Also, an additional outcome will be added and assessed to the Film Subjects course, Cinema 105, to include the need for students to use critical-thinking skills in analyzing film. |

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| 1. **Other Relevant Data and Information.** 2. **Review other data and/or information that you included in last year’s assessment of your program (see Step II.C). (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). Describe other data and/or information that you have considered as part of the assessment of your program. If there is additional information you are using to assess your program this year, also describe that information here.**   The Cinema program continues to focus on the importance of our classes to transfer to the University of California and California State University systems. We regularly review transfer requirements. We research film programs at other colleges and universities to provide instruction that will prepare students for transfer. We study curriculum of these programs to ensure our curriculum and learning outcomes align with and are an extension of their programs.  In our production classes, we continue to pay attention to the advances and changes in the industry. Technology changes rapidly in our field and it is paramount for us to keep up with these developments. It is important for our students to be properly trained and gain experience on state-of-the-art equipment, learning skills that will prepare them for jobs in the industry. These skills will also provide them with the opportunity to gain acceptance into highly competitive film programs at major universities.   1. **Given this updated 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.**   The Cinema program benefits our students and future students by providing them many classes to choose from in our program that serve as transfer courses for GE requirements to the California State and University of California systems. We provide them with skills to work in the fields of television, film and corporate video. They learn how to make films of meaning and expertise that can be submitted to film festivals. |

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| 1. **Labor Market Data. For Career/Technical disciplines only, review and comment on any significant changes or concerns since last year’s PRP. (See Step II.D). This data is 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.)** |

**STEP II. Progress on Previous Year’s Goals and Plans** (See ”Step III - Updated Goals and Plans” in your completed 2013-14 PRP at <http://www.palomar.edu/irp/PRPCollection.htm>).

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| **Discuss/Summarize progress on last year’s goals. Include**   1. **the impact on resources allocated and utilized;** 2. **any new developments or concerns that are affecting the program;** 3. **any new goals for the program; and** 4. **other information you would like to share.**   Goal #1 of the 2013-14 year: To enhance and strengthen our program through additional course offerings.  Because our core course, Cinema 100, is the most popular and desired course, we continue to look at the many ways we can offer it to students. Offering it at different times of day, throughout the school year (Fall, Spring, Summer and Intersession), single and multiple times per week, late-start, a hybrid of distance learning and on-campus and full online classes have been explored and implemented into our schedules. The addition of the online sections has proved especially successful. Two were added in both Fall of 2014 and Spring of 2015. They filled within days of registration. The success of these two new sections and the continued strong enrollments of the History of Film online courses, Cinema 102 and 103, prove that students have a great need for distance education courses that allow flexibility with their school, work, and home schedules.  An intersession class in the early Summer of 2014 was also added on the San Marcos campus with substantial enrollment.  An additional section of Cinema 125 was added in the Spring of 2015 as a substitution for Cinema 225. The poor enrollment numbers in the latter course along with the need to strengthen future enrollments of 225 necessitated the change. It filled easily and allowed us to recognize that two sections/year of 125 are needed to help enrollments of 225.  We added Cinema 123, Queer Cinema, to the Fall 2014 schedule. As it held solid numbers, our plans are to include it on the yearly schedule, varying it with Cinema 122, Identity in American Film. Both courses are transferable to the CSU and UC universities. We hope that by alternating them in our yearly schedule, this will keep enrollments robust in both courses and provide more diversity in course offerings.  Goal #2 of the 2013-14 year: Increase enrollment of low-enrolled or under-enrolled courses  We have been closely monitoring and studying the low enrollments in three of our courses, Cinema 110, 105 and 225.  For Cinema 110, we have sought a variety of solutions to increase course numbers. We have changed its name from The Non-Fiction Film to Documentary Film to more accurately reflect the course’s Course Outline of Record and align it with other university and college cinema programs. We also have made it a hybrid course for the flexibility it provides students. Lastly, we have refined the curriculum to make it engaging to the students while adhering to the solid academic standards of the program.  For Cinema 105, Film Subjects, we have researched previous titles to recognize patterns in what works best for students and provides access to filmmakers and genres that resonates with them while providing topics that are strong in cinema studies. Currently, enrollments in this Spring semester’s class are solid and we plan to continue studying the history of this class to see what will make it effective in the future.  For Cinema 225, we recognized the need to return to the schedule of several years ago offering it once rather than twice a year. While scheduling seemed to not be the problem, as we tried moving it to different times, the addition of another section of Cinema 125, the preparatory class and requirement for Cinema 225, we feel will help to increase its enrollments. Our optimum choice is to have Cinema 125 offered two times per year, once in the fall and also in the spring. We expect numbers to grow and enrollments to be healthier with each year having two sections of 125.  Goal #2 of the 2013-14 year: Strengthen enrollment in currently low-enrolled courses.  We continue to study enrollment in Cinema 110, the Documentary Film, and implement ways to strengthen its numbers. We have added a distance learning component, a hybrid section that allows students more flexibility in the screening of films. We changed the course title to The Documentary Film to keep it consistent with other film programs and to accurately reflect the course outline of record. We have worked on the course description and objectives to best reflect academic standards and align with transfer requirements. While it is too early to tell, the Spring 2015 class enrollments are much better than previous years.  Our research and adjustment of Cinema 105, Film Subjects, proved fruitful as enrollment in the Spring 2015 semester was stronger than previous years and the course filled. The last time it was offered enrollments were so low that the course section was cancelled. The choice of subjects is critical for its success and we balance the needs of the curriculum and rigorous academic standards with the topics that are compelling to students. We also look to the history of this course to be sure that we are not replicating subjects too often and are following its criteria.  Goal #3 of the 2013-14 year: Improve and increase the production aspect of our program.  We are pleased to see an increase in the number of certificates earned in the spring of 2014. The addition of a Digital Filmmaking certificate has helped as we move forward to a Digital Filmmaking degree. We believe that a degree specifically focused on film production will help to add the number of production students and increase enrollments in Cinema 125, Beginning Film/Video Field Production and Cinema 225, Intermediate Film/Video Field Production.  With a degree program in mind, we have increased our crosslisted course offerings with Digital Broadcast Arts (DBA). The union has been a beneficial one as courses in both disciplines compliment and augment each curriculum. Our long-term goal is to have a Digital Filmmaking degree that will be multi-disciplinary, incorporating courses from Media Studies, Graphics and Performing Arts.  By strengthening the production aspect of our program, we hope in the years to come to add an advanced production course, which students continue to request. Technology certainly plays an important part in this plan and we continue to upgrade our equipment to train students on state-of-the-art equipment that will prepare them for jobs in the industry and give them greater standing when applying to university film programs.  Goal #4 (New Goal):  Since the retirement of Robert Sheppard in 2011, the Palomar Film Series has faltered as part-time faculty have tried to continue its tradition. It is important to our program as outreach to the community. Studies from the past show attendance at the series has led to increased enrollments. Candace Rose will be working on redevelopment of the series.  Goal #5 (New Goal):  Our the next two years, we will be researching the screenwriting aspect of our program and work to improve it. Currently, we have one screenwriting class, Cinema 115, Creative Writing for Television and Film. We'd like to increase its offering from once a year to each semester, perhaps even in the summer. Yet past scheduling has shown this was not productive and it has led to it being offered only once in the fall semester. We will be studying its curriculum to increase enrollments, connect it to a new Digital Filmmaking degree and possibly lead to a sequence of classes that will offer students valuable and advanced skills for transfer and industry work. With her expertise in the field of screenwriting, Candace Rose will be working toward this goal. |

**STEP III. Resources Requested for FY 2014-15:** Now that you have completed Steps I and II, Step III requires you to identify all additional resources you will need to achieve goals, plans and strategies for Step II. 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. Resource requests to simply replace budget cuts from previous years will not be considered. Negotiated items should not be included in any resources requested. PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. Requests that support more than one discipline should be included on the “Academic Department Resource Requests” PRP form only. [*Click here for examples of each budget category.*](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

Prioritize within each category and then prioritize across categories in Step IV.

\*Refer to Strategic Plan 2016 Objectives at http://www.palomar.edu/strategicplanning/StrategicPlan2016-Year2.pdf

**Budget category a. Equipment (acct 600010 and 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **Lighting Kits** | **600010** | **Goals 2 - 4** | **4** | **We have several light kits that need to be replaced as they are over 10 years old. We struggle to maintain them by replacing and repairing old parts. This is becoming more difficult as the stands and housing are beyond repair and replacement parts become unavailable.**  **It is important that we address the safety issue of these current lighting kits. They are considered "hot" kits in that they generate a great deal of heat, obviously making them problematic to work with. If students are not careful, they can burn themselves on the housings and metal that surround the lamps. New, innovative lights are now being used that are cool to the touch and allow for safer conditions for students.**  **Lastly, these light kits are of a high-quality and state-of-the-art. They are a necessary part of our program as they are the type of equipment that students must have skills on to work in the film, television and corporate video industries. They produce films that are of the quality for submission to film festivals. And the knowledge they will gain on the use of this equipment will give them an advantage when applying to film programs at universities.** | **$5,000** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

**Budget category b. Technology (acct 600010, examples: computers, data projectors, document readers). 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **b1.** | **Video Projector for 100 seat venue** | **600010** | **Goals 1 - 4** | **4** | **At the center of our program is the study of the film image. It is critical for our curriculum, leads to successful student learning outcomes and prepares students for further studies at university programs. It directly and indirectly influences all areas of film studies and production.**  **The majority of Cinema classes are held in P-32 and the majority of classes held in P-32 are Cinema courses. 80% of these classes have an enrollment of close to 60 students. Each semester we teach over 400 students in this classroom. With such large numbers and the importance of having a proper film image to teach our curriculum, we are requesting funds to purchase a new high-end video projector for P-32. The current one is grossly substandard. While trying to explain elements of composition, framing, use of color, latitude, depth of field, to name a few, we find we are not able to do so because of the inferior image quality displayed by the current projector. The image appears more “video like” as opposed to “film or cinema quality”. Motion artifacts are evident. Resolution is poor. Colors are often shifted. We have worked with Information Systems to get the current projector to the best possible settings for our needs and it is still very poor. We struggle to successfully instruct students on key concepts of film aesthetics, the major focus of our program. If, for example, we show a film that is an example of Film Noir and they cannot see into the dark spaces where a character is hiding, it weakens the intent of the filmmaker and loses the power of the genre. The students become confused because they are not able to see and comprehend what we are teaching.**  **The problems we encounter with the current projector directly affect the students’ abilities to achieving our learning outcomes. If an outcome states they will learn the grammar of film and we are not able to accurately show examples of film techniques, how can we expect the students to achieve this goal? The situation also falls short of Palomar’s Strategic Goal #4, that ensures existing facilities will support student learning and programs. The current technology does not do this.**  **In addition, the replacement of the current projector in P-32 will benefit other classes that are in our Media Studies department. Photography and Digital Broadcast Arts course curriculum are also concerned with image quality and they use P-32 for their courses with higher enrollments. And since this projector would be utilized by other classes that use that space, it will benefit the college as a whole. On this last point, we feel strongly that the acquisition of this piece of equipment should be a responsibility of the college and district, particularly as we do not have priority in this classroom.** | **$35,000** |
| **b2.** | **iPad minis with Multi Charging Station**  **20 x $420 = $8,400 +**  **(cart) @ $2,500 = $10,900** | **600010** | **Goals 1,2,4,5** | **4** | **The Cinema department at Palomar College would like to purchase 20 iPad minis for use by students in the classroom, along with a secure tablet-charging cart. The average enrollment for a Cinema course is 60 students, and these tablets are meant to be used in the classroom by students who do not have their own smart phone, lap top or tablet device. This ensures that there will be equal access to technology and equal learning opportunities for every student.**  **Research shows that iPad tablets are powerful, versatile tools, which can be integrated into the classroom to facilitate more active learning strategies, group work and collaborative content creation. Additional benefits include an increase in student motivation, retention and success, access to and sharing of information, allowance for a wider range of teaching styles, increased collaboration and communication, improved computer literacy skills, creativity, group work and opportunities for students to make vivid presentations.**  **Having access to iPads in the classroom will allow Cinema instructors to integrate different active learning strategies and teaching methods into their curriculum. For example, instructors can integrate Blackboard tools into their in-person class curriculum. Even with a large class of 60 students, which is the average enrollment for Cinema classes, students can log into their Blackboard discussion board and post their thoughts on the day’s topic, as well as respond to a classmate’s post. This method of communication allows all 60 students to share their thoughts and opinions and interact “virtually” with their classmates, something that rarely happens due to time constraints, stage fright, etc. The instructor can then use this “virtual” discussion as a jumping off point, to bring the discussion back into the classroom. Instructors can also effectively use the iPad to facilitate group research projects and presentations, using programs such as GoogleDrive, Prezi, Mindmeister, or interactive quiz sites such as Socrative and polleverywhere.com to engage students in the learning process.**  **Integrating technology into the classroom also prepares students for workplace success. In today’s society, knowing how to use technology to access information, build presentations and communicate effectively with fellow employees is essential to securing meaningful employment.**  **Integrating iPads into the Cinema classroom is a smart investment in our students. These important tools will help students achieve their course learning outcomes and competencies in exciting and creative new ways. Today’s students are inspired by technology and innovation, and jump at any opportunity to learn through electronic devices. For instructors, these iPads will open the door to more innovative teaching methods, creativity and inspiration in both small and large-enrollment classes. These iPads will also ensure that every student, regardless of their socioeconomic status, will get equal access to technology in the Cinema classroom.** | **$10,900** |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

**Budget category c. Supplies (acct 400010 and per unit cost is <$500). 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)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

**Budget category d. Operating Expenses (acct 500010; examples: printing, maintenance agreements, software license) Enter requests on lines below. Click here for examples of operating expense:** [**http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf**](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already partially funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **d1.** |  |  |  |  |  |  |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

**Budget category e. Travel Expenses for Faculty (acct 500010: faculty travel only)**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
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| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**Budget category f. Short-term hourly (temporary and student worker). Enter requests on lines below.**

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits if applicable)** |
| --- | --- | --- | --- | --- | --- | --- |
| **f1.** | **Short-term, hourly temporary or student worker to assist with Cinema courses** | **230010** | **Goals 1-5** | **1** | **We are requesting a short-term hourly position to assist faculty with class enrollments of our film studies classes. We have 13-15 sections per semester with a combined total of over 500 students, many of the sections with an enrollment of over 50 per section. With strict writing requirements as a part of each film studies course, faculty struggle to adequately handle so many assignments and work with so many students.**  **Duties of the position will be:**  **Assist faculty with exams to ensure test security: counting, distribution and collection of exam materials, monitor students during exam time.**  **Assist faculty with in-class group assignments and demonstrations.**  **Assist faculty with in-class technology related to class lectures and discussions.**  **Assist faculty with administrative duties related to class organization, i.e. sorting and filing of archive and related curricular materials, input of grades into database, attendance rosters, etc.**  **Assist faculty with administrative duties related to the Palomar Film Series.**  **It would be beneficial if this person can also assist with the production classes.**  **.** | **$14,000** |
| **f2.** |  |  |  |  |  |  |
| **f3.** |  |  |  |  |  |  |
| **f4.** |  |  |  |  |  |  |
| **f5.** |  |  |  |  |  |  |

**STEP IV. Prioritize Resource Requests.** Now that you have completed Step III, prioritize all of your resource requests 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 six (6) budget categories, you would end up with 30 prioritized requests**. IPC will not consider requests that are not prioritized.** Note that all funding allocated by IPC is one-time and must be spent within the defined timeline.

| **Priority Number for all Resource Requests in Step III** | **Resource Item Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide ~~a~~ detailed rationale for each item. Refer to your goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If item is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include tax, shipping, benefits, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Video Projector for 100 seat venue** | **600010** | **Goals 1 - 4** | **4** | **At the center of our program is the study of the film image. It is critical for our curriculum, leads to successful student learning outcomes and prepares students for further studies at university programs. It directly and indirectly influences all areas of film studies and production.**  **The majority of Cinema classes are held in P-32 and the majority of classes held in P-32 are Cinema courses. 80% of these classes have an enrollment of close to 60 students. Each semester we teach over 400 students in this classroom. With such large numbers and the importance of having a proper film image to teach our curriculum, we are requesting funds to purchase a new high-end video projector for P-32. The current one is grossly substandard. While trying to explain elements of composition, framing, use of color, latitude, depth of field, to name a few, we find we are not able to do so because of the inferior image quality displayed by the current projector. The image appears more “video like” as opposed to “film or cinema quality”. Motion artifacts are evident. Resolution is poor. Colors are often shifted. We have worked with Information Systems to get the current projector to the best possible settings for our needs and it is still very poor. We struggle to successfully instruct students on key concepts of film aesthetics, the major focus of our program. If, for example, we show a film that is an example of Film Noir and they cannot see into the dark spaces where a character is hiding, it weakens the intent of the filmmaker and loses the power of the genre. The students become confused because they are not able to see and comprehend what we are teaching.**  **The problems we encounter with the current projector directly affect the students’ abilities to achieving our learning outcomes. If an outcome states they will learn the grammar of film and we are not able to accurately show examples of film techniques, how can we expect the students to achieve this goal? The situation also falls short of Palomar’s Strategic Goal #4, that ensures existing facilities will support student learning and programs. The current technology does not do this.**  **In addition, the replacement of the current projector in P-32 will benefit other classes that are in our Media Studies department. Photography and Digital Broadcast Arts course curriculum are also concerned with image quality and they use P-32 for their courses with higher enrollments. And since this projector would be utilized by other classes that use that space, it will benefit the college as a whole. On this last point, we feel strongly that the acquisition of this piece of equipment should be a responsibility of the college and district, particularly as we do not have priority in this classroom.** | **$35,000** |
| **2.** | **Short Term Hourly** | **230010** | **Goals 1-5** | **1** | **We are requesting a short-term hourly position to assist faculty with class enrollments of our film studies classes. We have 13-15 sections per semester with a combined total of over 500 students, many of the sections with an enrollment of over 50 per section. With strict writing requirements as a part of each film studies course, faculty struggle to adequately handle so many assignments and work with so many students.**  **Duties of the position will be:**  **Assist faculty with exams to ensure test security: counting, distribution and collection of exam materials, monitor students during exam time.**  **Assist faculty with in-class group assignments and demonstrations.**  **Assist faculty with in-class technology related to class lectures and discussions.**  **Assist faculty with administrative duties related to class organization, i.e. sorting and filing of archive and related curricular materials, input of grades into database, attendance rosters, etc.**  **Assist faculty with administrative duties related to the Palomar Film Series.**  **It would be beneficial if this person can also assist with the production classes.** | **$14,000** |
| **3.** | **iPad minis with Multi Charging Station**  **20 x $420 = $8,400 +**  **(cart) @ $2,500 = $10,900** | **600010** | **Goals 1,2,4,5** | **4** | **The Cinema department at Palomar College would like to purchase 20 iPad minis for use by students in the classroom, along with a secure tablet-charging cart. The average enrollment for a Cinema course is 60 students, and these tablets are meant to be used in the classroom by students who do not have their own smart phone, lap top or tablet device. This ensures that there will be equal access to technology and equal learning opportunities for every student.**  **Research shows that iPad tablets are powerful, versatile tools, which can be integrated into the classroom to facilitate more active learning strategies, group work and collaborative content creation. Additional benefits include an increase in student motivation, retention and success, access to and sharing of information, allowance for a wider range of teaching styles, increased collaboration and communication, improved computer literacy skills, creativity, group work and opportunities for students to make vivid presentations.**  **Having access to iPads in the classroom will allow Cinema instructors to integrate different active learning strategies and teaching methods into their curriculum. For example, instructors can integrate Blackboard tools into their in-person class curriculum. Even with a large class of 60 students, which is the average enrollment for Cinema classes, students can log into their Blackboard discussion board and post their thoughts on the day’s topic, as well as respond to a classmate’s post. This method of communication allows all 60 students to share their thoughts and opinions and interact “virtually” with their classmates, something that rarely happens due to time constraints, stage fright, etc. The instructor can then use this “virtual” discussion as a jumping off point, to bring the discussion back into the classroom. Instructors can also effectively use the iPad to facilitate group research projects and presentations, using programs such as GoogleDrive, Prezi, Mindmeister, or interactive quiz sites such as Socrative and polleverywhere.com to engage students in the learning process.**  **Integrating technology into the classroom also prepares students for workplace success. In today’s society, knowing how to use technology to access information, build presentations and communicate effectively with fellow employees is essential to securing meaningful employment.**  **Integrating iPads into the Cinema classroom is a smart investment in our students. These important tools will help students achieve their course learning outcomes and competencies in exciting and creative new ways. Today’s students are inspired by technology and innovation, and jump at any opportunity to learn through electronic devices. For instructors, these iPads will open the door to more innovative teaching methods, creativity and inspiration in both small and large-enrollment classes. These iPads will also ensure that every student, regardless of their socioeconomic status, will get equal access to technology in the Cinema classroom.** | **$10,900** |
| **4.** | **Lighting Kits** | **600010** | **Goals 2-4** | **4** | **We have several light kits that need to be replaced as they are over 10 years old. We struggle to maintain them by replacing and repairing old parts. This is becoming more difficult as the stands and housing are beyond repair and replacement parts become unavailable.**  **It is important that we address the safety issue of these current lighting kits. They are considered "hot" kits in that they generate a great deal of heat, obviously making them problematic to work with. If students are not careful, they can burn themselves on the housings and metal that surround the lamps. New, innovative lights are now being used that are cool to the touch and allow for safer conditions for students.**  **Lastly, these light kits are of a high-quality and state-of-the-art. They are a necessary part of our program as they are the type of equipment that students must have skills on to work in the film, television and corporate video industries. They produce films that are of the quality for submission to film festivals. And the knowledge they will gain on the use of this equipment will give them an advantage when applying to film programs at universities.** | **$5,000** |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
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**STEP V. Contract Position Requests.** Prioritize all contract positions you feel are needed to achieve goals, plans and strategies identified in Step II. Include all requests for Classified, CAST, and Administrator positions that either replace a vacancy due to retirements, resignations, lateral transfers, etc., or any new positions. You may request up to ten (10) positions and they must be prioritized to be considered by IPC. Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.   (Do not include faculty positions.)

| **Priority Number for Contract Position Requests** | **Position Title/Category**  **Requested** | **Fund Category** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf)**\*** | **Provide a detailed rationale for the each position. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the Strategic Plan. (If position is already funded, name the source and describe why it is not sufficient for future funding.)** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
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| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**