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| **Discipline: Digital Broadcast Arts** | **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.**  **Pat Hahn, Lisa Faas, Gregg Baker** |

**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>).   Overall enrollment in the Digital Broadcast Arts program was nearly 600 students with an improved census load percentage of 81.2%, a signficant increase over the previous 3 years. The DBA program was quite conservative in offering new sections and focused on core course offerings needed for student graduation or transfer. The program still has a very high percentage, nearly 70%, of courses taught by part-time faculty. We continue to request a new faculty position for a full time Radio instructor. This would signficantly reduce the FTEF taught by part time faculty and likely increase the student retention and success of our radio students. |

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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 DBA program has completed the Student Learning Outcomes assessment cycle for all current courses offered in the 2014/15 academic year. In addition, the DBA program has overall program assessments in place to evaluate the effectiveness of our students' audio and visual acuity. Faculty in the Media Studies Department regulary meet and discuss the SLOAC process and continue to focus on improvements in the process to better track our student assessments. During the Spring 2015 semester, new SLO data will be evaluated to determine if additional SLOs and/or changes are needed in the Digital Broadcast Arts courses and/or program. |

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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 DBA program has requested a full-time Radio faculty position each year for the past nine years. Students would signficantly benefit from a full-time radio faculty position. It is difficult to increase student success, retention and graduation without the leadership that a full-time faculty position would provide.   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 Digital Broadcast Arts progam was recently renamed from Radio and TV and we are still experiencing some growing pains with the new name change. We have created program brochures and work with district high school counselors to get the word out about our program. In partnership with Mira Costa College and CSUSM, we hold the very successful Media Days events to increase our visibility on campus and in the region. We also have an advisory group meeting each year. Faculty and staff participate in local industry associations, workshops, and attend national events such as Broadcast Education Association conventions. DBA students continue to win impressive national industry awards and scholarships, in addition to getting jobs in the industry both on-air and behind-the-scenes as Anchors, Reporters, Producers, Writers, Editors, Video Journalists, etc. |

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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.)**   Trends and data analysis indicate that jobs in the media industry continue to be strong. Growth in Writers, Camera Operators, Producers, Actors, Editors and related Media jobs are increasing in demand. Nearly 2,000 Television and Radio broadcasters are active in the labor market data and job trends are positive for student graduates with an AA degree or transfer to university. Students in the DBA program who take classes in on-air work such as News, Sports or our new morning talk show, are gaining hands-on skills that lead them to jobs in the industry, often times as anchors and reporters on-air for TV stations in smaller markets. This is testament to the history of Palomar's outstanding program in Media Studies and the broadcast industry. |

**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.**   The items received from our last PRP have been implemented and fully utilized in classroom instruction.  \* We were able to install the Quad Splitters so our flat screen Q-1 monitors are fully functional. This led to our being able to redesign the instruction TV control room space allowing an additional nine students to be in the room than before. Huge improvement in our teaching effectivness.  \* The updated cameras allowed us to modernize with new current HD Cameras. This allowed us to have cameras that cannot only teach students the new cameras' technical applications but allow students to integrate the cameras into our new IT server-based system. That server allows multiple students to access and edit the same footage at the same time. Students were able to cut the workflow time in half and these cameras/IT System are what is being used in the industry today. With the savings in time students are able to generate more content for their job-getting demo reel. What has changed is the need to then push that media to a playback server at PCTV studio. This has become the accepted workflow of TV Stations.  \* An area of instruction we were not providing students was how to perform live-on-location live shots. The addition of the cell cards combined with our live-shot system has greatly improved our teaching ability. Students for the first time were able to perform and practice this essential element of TV News and Sports. The demonstration of the abilty to do live-shots was a big missing component of students' demo reels. We currently have two systems but we require more.  \* For the first time we have the ability to teach students how to be a weather person. Thanks to our new Weather graphics. We plan to work with meteorolgy students to teach them this skill so they can apply their science degrees in a lucrative job.  \* We have implemented our virtual set software in our TV Studio training facility Q-1. It has allowed students to be more creative in production, and they have learned the software. The plan is to also include this software in Fall 15 to be used by our advanced classes DBA 220 for their new live-morning show, Palomar Live. The students' demo reels need to be effective and the show, which is cablecast to San Diego, should reflect a set that is professional and modern in appearance.  \* Our goal is to provide the finest and most current training possible. Technology is constantly evolving and competitive schools have currently been upgrading to meet the challenge. With over 50 new cable channels implemented last year and the web advancing as an additional delivery system for content, the future is very bright for our students. The demand is high. With the new advanced equipment we now have, allowing the correct training, we had five students hired right out of the classroom before completing the program.  \* Thanks to our cell phone video transmission system aquired from last year's PRP, in the future, we would like to explore the possibilty of producing live-cable sports programming. Sports TV is huge. Our goal is to secure a partnership with The Lake Elsinore Storm Minor League baseball team to do a live cablecast of their games. This allows students real hands-on expereince/education in the field of sports broadcasting. |

**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.

**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**  **(Drop down of options)** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) **(Drop down of options)** | **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.** | **Production Truck** | **600010** | **1** | **1** | **We are requesitng a replacement van for our current 1974 Ford panel truck. It has become basically non functional. This leaves us without the ability to teach live-truck broadcast production. This is a skill and education students use to work in the field of live production, including sports. Our goal is a partnership with the Lake Elsinore Storm baseball team to teach students live sports broadcasting.** | **$85,000** |
| **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**  **(Drop down of options)** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) **(Drop down of options)** | **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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| **b1.** | **Digital Video Wall** | **600010** | **1** | **5** | **The video wall is a large video display; 90 inches wide and 53 inches high. It consists of four screens and the images can appear in a wide variety of ways because of a sophisticated controller unit. We do three live student-produced television shows. The wall will provide each production with a unique look. It is far more practical and far more economical than building three sets, which we don’t have the space or the storage facilities for. Video walls are employed by most local television sets. Training students using this technology will help prepare them for the workplace.** | **$45,000** |
| **b2.** | **New Set Equipment** | **600010** | **1** | **5** | **This is an interactive video set that uses a variety of LCD monitors and lighting systems to create various show backgrounds. We do three student-produced television shows. We currently use leftover mismatched set pieces salvaged from local TV stations. 1970's era. Each show needs to have a unique look. Improving the quality of the student productions will benefit students in their transition to the workplace as their job-seeking demo reels demand the right look. The shows that they work on are a big part of their portfolio, which is the key to getting jobs in the broadcast industry.** | **$25,000** |
| **b3.** | **Faculty MacBook Pro** | **600010** | **1** | **3** | **Instructor needs this laptop to produce various editing and production courses, video lesson plans, video demonstrations, and to grade and evaluate students' work at home. A high end laptop capable of handling complicated software is must to teach the editing courses and must be capable of running current versions of industry-standard software used in the department and computer labs.** | **$4,200** |
| **b4.** | **Studio Audio Microphone/**  **IFB Package** | **600010** | **1** | **5** | **High-quality microphones for voice and instruments, mixer, stands and accessories are used for producing music segments for the DBA 220 advanced TV class producing the Palomar Live morning show. Current PCTV microphones have proven to be non-effective in a live band or group audio recording session. We had a live brass band benefiting Wounded Warriors and the audio of the band was terrible. The sound level is beyond the capability of current microphones.**  **A wireless IFB module will provide hosts with direct feedback for on-location live and in-studio performances. Audio package will also be available for students in the DBA/ENTT 120 class and will strengthen curriculum in audio production. A studio audio package is needed to correctly mic singers and musicians in a variety of performances. A dedicated audio system is critical for a weekly live program and provides hands-on skills for audio technicians and entertainment technicians in our DBA/ENTT program.** | **$7,000** |
| **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**  **(Drop down of options)** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) **(Drop down of options)** | **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **c1.** | **Video Cell Phone Cards**  **6 x $500 = $3,000** | **400010** | **1** | **3** | **These consumable cards are used with the backpack equipment we have to transmit media. Without these cards, it is like having a smartphone without service - the phone is useless. We are using a system for live shots within our TV news productions North County News and Prep Sports Live. It is called a “bonded cellular” system in which high definition video is transmitted via multiple cellular phone lines back to the TV station for live reporting. This is an inexpensive way to replace/accomplish what microwave transmission or satellite transmission can do.**  **Live shots are a staple of television news operations and a critical skill students need to acquire in order to find employment. The majority of TV News operations and now networks use this type of system. Students are required to know this type of system for employment. We need ongoing support to pay for the cellular service subscriptions used to operate the live shots system.** | **$3,000** |
| **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**  **(Drop down of options)** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) **(Drop down of options)** | **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.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **d1.** | **CG Interface Software** | **500010** | **1** | **1** | **Computer interface from TV news scripting system to television character generator.**  **This software component is what is used in TV stations around the country to integrate the two key machines in their digital workflow. This creates the name graphics used in news stories as well as full screen graphics like weather, sports and other important information. This trains students in the practices used in the TV news industry preparing them for the work place and giving them an advantage over students who do not have this real world opportunity. It also gives students access to more work stations and expands the times when they can work, assuring them of success on their projects. It also allows for more training opportunities.** | **$21,000** |
| **d2.** | **Professional Memberships** | **500010** | **1** | **1** | **Faculty and institution memberships allow students to enter competitions, apply for national scholarships, (we have won two national BEA scholorships and over 50 NATAS Emmy awards), and apply for professional-level internships. These organizations also hold professional development seminars.** | **$900** |
| **d3.** | **Student Award Competitions:Emmys, BEA etc.** | **500010** | **1** | **1** | **Awards such as Emmy's give students and the college huge recognition. An Emmy award on a resume separates our students from the competition. The broadcast industry is extremely competitive. Entering and winning the awards verifies what we are teaching, and the tools we use to teach, is correct.** | **$1,500** |
| **d4.** | **MIsc. Production Equipment Repair and Parts** | **500010** | **1** | **1** | **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** |
| **d5.** | **Website Domain** | **500010** | **1** | **1** | **The DBA TV and Radio programs have website domains which must be renewed on an annual basis. The websites are there to display our student's work to potential employers and the general public. Their primary purpose now is an outreach device to attract students.** | **$500** |

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

| **Priority Number for Resource Requests** | **Resource Item Requested** | **Fund Category**  **(Drop down of options)** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) **(Drop down of options)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **e1.** | **Travel Expense** | **500010** | **1** | **3** | **Faculty need to attend a variety of educational seminars to stay current in our profession. The broadcast field is constantly changing. It is of utmost importance that we attend these conferences. It is unfair that faculty should pay out of their own pockets each year to attend a work-related event.** | **$ 2,000** |
| **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**  **(Drop down of options)** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Objective Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) **(Drop down of options)** | **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.** | **Temp and Student Workers for various lab and classroom needs.** | **230010** | **1** | **3** | **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 personnel need specific skills and knowledge.** | **$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.** | **New Set Equipment** | **600010** | **1** | **1, 5** | **This is an interactive video set that uses a variety of LCD monitors and lighting systems to create various show backgrounds. We do three student-produced television shows. We currently use leftover mismatched set pieces salvaged from local TV stations. 1970's era. Each show needs to have a unique look. Improving the quality of the student productions will benefit students in their transition to the workplace as their job-seeking demo reels demand the right look. The shows that they work on are a big part of their portfolio, which is the key to getting jobs in the broadcast industry.** | **$25,000** |
| **2.** | **Digital Video Wall** | **600010** | **1** | **1, 5** | **The video wall is a large video display; 90 inches wide and 53 inches high. It consists of four screens and the images can appear in a wide variety of ways because of a sophisticated controller unit. We do three live student-produced television shows. The wall will provide each production with a unique look. It is far more practical and far more economical than building three sets, which we don’t have the space or the storage facilities for. Video walls are employed by most local television sets. Training students using this technology will help prepare them for the workplace.** | **$45,000** |
| **3.** | **Video Cell Phone Cards**  **6 x $500 = $3,000** | **400010** | **1** | **1, 3** | **These consumable cards are used with the backpack equipment we have to transmit media. Without these cards, it is like having a smartphone without service - the phone is useless. We are using a system for live shots within our TV news productions North County News and Prep Sports Live. It is called a “bonded cellular” system in which high definition video is transmitted via multiple cellular phone lines back to the TV station for live reporting. This is an inexpensive way to replace/accomplish what microwave transmission or satellite transmission can do.**  **Live shots are a staple of television news operations and a critical skill students need to acquire in order to find employment. The majority of TV News operations and now networks use this type of system. Students are required to know this type of system for employment. We need ongoing support to pay for the cellular service subscriptions used to operate the live shots system.** | **$3,000** |
| **4.** | **Studio Audio Microphone/**  **IFB Package** | **600010** | **1** | **1, 5** | **High-quality microphones for voice and instruments, mixer, stands and accessories are used for producing music segments for the DBA 220 advanced TV class producing the Palomar Live morning show. Current PCTV microphones have proven to be non-effective in a live band or group audio recording session. We had a live brass band benefiting Wounded Warriors and the audio of the band was terrible. The sound level is beyond the capability of current microphones.**  **A wireless IFB module will provide hosts with direct feedback for on-location live and in-studio performances. Audio package will also be available for students in the DBA/ENTT 120 class and will strengthen curriculum in audio production. A studio audio package is needed to correctly mic singers and musicians in a variety of performances. A dedicated audio system is critical for a weekly live program and provides hands-on skills for audio technicians and entertainment technicians in our DBA/ENTT program.** | **$7,000** |
| **5.** | **Student Award Competitions:Emmys, BEA etc.** | **500010** | **1** | **1** | **Awards such as Emmy's give students and the college huge recognition. An Emmy award on a resume separates our students from the competition. The broadcast industry is extremely competitive. Entering and winning the awards verifies what we are teaching, and the tools we use to teach, is correct.** | **$1,500** |
| **6.** | **Website Domain** | **500010** | **1** | **1** | **The DBA TV and Radio programs have website domains which must be renewed on an annual basis. The websites are there to display our student's work to potential employers and the general public. Their primary purpose now is an outreach device to attract students.** | **$500** |
| **7.** | **MIsc. Production Equipment Repair and Parts** | **500010** | **1** | **1** | **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** |
| **8.** | **Professional Memberships** | **500010** | **1** | **1** | **Faculty and institution memberships allow students to enter competitions, apply for national scholarships, (we have won two national BEA scholorships and over 50 NATAS Emmy awards), and apply for professional-level internships. These organizations also hold professional development seminars.** | **$900** |
| **9.** | **Travel Expense** | **500010** | **1** | **1, 3** | **Faculty need to attend a variety of educational seminars to stay current in our profession. The broadcast field is constantly changing. It is of utmost importance that we attend these conferences. It is unfair that faculty should pay out of their own pockets each year to attend a work-related event.** | **$ 2,000** |
| **10.** | **CG Interface Software** | **500010** | **1** | **1** | **Computer interface from TV news scripting system to television character generator.**  **This software component is what is used in TV stations around the country to integrate the two key machines in their digital workflow. This creates the name graphics used in news stories as well as full screen graphics like weather, sports and other important information. This trains students in the practices used in the TV news industry preparing them for the work place and giving them an advantage over students who do not have this real world opportunity. It also gives students access to more work stations and expands the times when they can work, assuring them of success on their projects. It also allows for more training opportunities.** | **$21,000** |
| **11.** | **Faculty MacBook Pro** | **600010** | **1** | **1** | **Instructor needs this laptop to produce various editing and production courses, video lesson plans, video demonstrations, and to grade and evaluate students' work at home. A high end laptop capable of handling complicated software is must to teach the editing courses and must be capable of running current versions of industry-standard software used in the department and computer labs.** | **$4,200** |
| **12.** | **Production Truck** | **600010** | **1** | **1** | **We are requesitng a replacement van for our current 1974 Ford panel truck. It has become basically non functional. This leaves us without the ability to teach live-truck broadcast production. This is a skill and education students use to work in the field of live production, including sports. Our goal is a partnership with the Lake Elsinore Storm baseball team to teach students live sports broadcasting.** | **$85,000** |
| **13.** |  |  |  |  |  |  |
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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)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **ISA-1 45% position to support Media Studies DBA/CINE teaching lab** | **212210** | **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.** | **$ 21,216.48** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
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| **9.** |  |  |  |  |  |  |
| **10.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**